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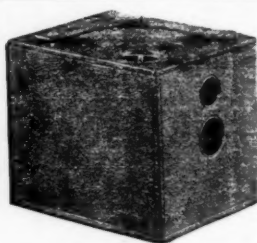
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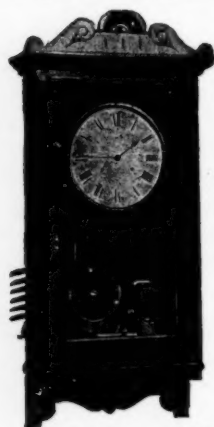
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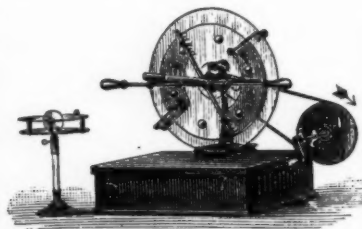
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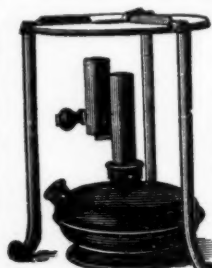
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A Weekly Journal of Education.

Vol. L.,

For the Week Ending April 20

No. 16

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The business department of THE JOURNAL is on another page.

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The Single Aim.

Is there such a thing as educational progress? How shall it be reached? Who are aiming at it? When a man is elected as a superintendent of schools in a village, city, or state, unless he is less a man than he is generally supposed to be, he determines he will achieve some educational progress. If he leaves office in two, three, or five years can there be much found to show for his efforts? In most cases nothing, absolutely nothing. He had the desire, but the job was too big for him and he settled down to draw his salary regularly.

Look at the results of the administration of most of the city and state superintendents. A new by-law or state law; the wheels greased a little better in some place where they creaked, but the machinery remains substantially the same.

Take the state of New York, for example, and, if the question is asked whether the schools are doing that high kind of work that it is believed they might do, an answer in the negative must be given. Put a man of ordinary caliber in as state superintendent and the fact that he has 30,000 teachers to look after stuns him; he feels helpless; so it is in the cities; a feeling of helplessness comes over most of them; and so it is through the whole of the United States. So when the term of office is over little has been accomplished. It is a pity this is so true. The official finds himself hampered in a variety of ways—at least he feels hampered. There is a dreadful conservatism about educated men. In New York state if progress is proposed not one of the 30,000 teachers is in favor of it; the longer a man has been teaching the less does he want progress. Horace Mann found himself surrounded by icebergs.

What can a state superintendent do to place education on a higher plane? Let us consider the state of New York. Let us go back now 50 years and see what the great men of that day did, for there were great men then. Their aim was to elevate the schools from their low condition. They saw that the only way to accomplish the elevation of the schools was by placing men possessing better abilities in them, men trained in the art of rightly developing human beings. The best men, few in number, decided on an *institute for training teachers*.

Did it meet with favor in the eyes of the "leading

educators" of those days? No. They fought it tooth and nail. The academies were the educational forces then, and they butted against the Albany normal school like a battering ram; and had not the idea been fostered by men like Gideon Hawley, Aionzo Potter, and Edmund Dwight, it would never have been born; but the state listened to its great men in those days.

Those men put their feet on that educational axiom, "The school is what the teacher is," and proposed to train men to teach. The results were so satisfactory that ten more normal schools have been established during the ensuing fifty years. The annual cost of \$10,000 that seemed so great in 1844 has been increased in 1894 to \$250,000. And here the state pauses and must pause; it cannot go farther in this way.

Let us see. The state employs 30,000 teachers; it has a machinery to turn out 1000 trained teachers every year. But rightly speaking every teacher should be a trained teacher—that is one who is able to do the work as it ought to be done. If it is the duty of the state to run schools, it is its duty to run good ones. The aim of the state should be in 1894 what it was in 1844. In that early date it had the single aim before it of elevating the character of the teacher. That should be its aim to-day.

If that were its aim, beside pouring into the ranks of professional teachers only 1000 from the normal schools it would also pour in 1000 more annually of those holding state certificates; about 20 enter annually with these now.

To-day the single aim of the state should be as in 1844. There should be established by the state, in nearly every county, county summer normal training schools. The teachers demand them. At Glens Falls nearly 1000 teachers of already high qualifications meet annually of their own accord; other summer schools of considerable influence exist. The thing to be done is to put the holders of Third Grade certificates upon studies that will make them holders of Second Grade certificates next year and so on. At a very moderate expense, in three years from now there would be 1000 new men, holding life certificates; and that number would be added every year thereafter.

As it is now, the schools are in the control of holders of Third, Second, and First Grade people. But this need not be so; it ought not to be so. A teacher obtaining a third grade certificate should feel like a young man entering a college—that he has entered on a four years' course, that it is his object and aim to hold a state or life certificate.

To inspire all of the teachers of a state with the ambition to hold life certificates, and to provide the means whereby they can be obtained, should be the supreme

object of the Department of Public Instruction of the state of New York.

And what is true of this state is true of all the other states. Minnesota seems to be the first to work out this problem. Her state summer schools aim to do the work proposed for New York under the name of county summer normal schools. Who made this needed movement?

School Lunches.

By WEBB DONNELL.

We occasionally think of a certain "barbarous" era in which men were compelled to "make bricks without straw;" but I question whether, seriously, we are not acting in somewhat the same manner with respect to the school children of the present day. We expect these children to do wonderful things with all the "methods" and appliances that are at hand, but I'm afraid we fail to supply the proper motive power to keep these young minds and bodies running smoothly and to the best advantage.

Children are sent to school after eating an insufficient breakfast—insufficient often both in amount and in nutrition, carrying with them a lunch that is totally insufficient to meet nature's drain on the vital forces of growing school children.

The plain truth about the matter is that the great bulk of the school children in city schools at least, do not eat a sufficient quantity of nourishing food to enable them to do good school work. The blame that is so often visited upon school teachers, and courses of study because of "overworked" pupils should in many cases be turned back upon the parents, who do not watch over the hygienic condition of their children. The body and brain *must* be nourished if the pupil is to do good work in school. When the body and brain are not well nourished the pupil becomes dull and listless, has frequent headaches, and is nervously irritable. Now it may be said that this is a matter that concerns parents alone, but this is a narrow view to take of the subject. Besides, the teacher *is* concerned, for he, or she, is naturally anxious to have each pupil do the best work possible. If it is said that even though the teacher be interested in this matter, it is out of his province to interfere, I say wrong again.

If a teacher understands his business he can exercise a great deal of influence over the life of his pupils out of school. In my experience as a teacher I found no difficulty in interesting the pupils in matters that pertain to hygiene, and I am sure that a talk to pupils occasionally would do much toward rectifying this evil of ill-nutrition. Many parents are thoughtless about this matter and allow their children to eat whatever they choose for breakfast, and to put up their own lunches, with a result that pickles and cake are often the staple ingredients, the breakfast having, perhaps, been made of coffee and a doughnut, or cruller. How can good school work be done under such conditions? It is surely impossible, and when a pupil is obviously suffering from ill-nutrition it is the teacher's duty, according to my notion, to bring to its parents' attention the facts in the case.

Very much can be done, however, by talking to the pupils, as a school, about the subject of breakfasts, lunches, and nutrition in general, and the attention of the parents, collectively, can often be gained for the subject. Get an interest started in the matter, and the parents will certainly be drawn into discussion and thought upon this matter.

School boards are not without responsibility in this, and it is gratifying to see that in Boston the experiment is being tried of giving appetizing and nourishing hot lunches in the basement of school buildings, meat soups and other nutritious dishes appearing on the bill of fare. So far as I have learned the experiment has been successful, and might with great benefit be tried in many other places. Our schools have improved vastly within

the past generation in all matters that pertain to education, but in this matter of nutrition, which is so intimately connected with the work a pupil does, it seems to me we have deteriorated in a generation, because our fathers and grandfathers lived more simply than we live, and kept better hours. The subject is certainly worthy of careful consideration on the part of teachers, and the present is an opportune time for them to exert *their* influence, for there are signs of a general awakening of interest in this subject of School Lunches.

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By A. T. SEYMOUR.

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Every city and town ought to have a free course of illustrated lectures for the people. Such a course would be appreciated and would be looked forward to as a pleasant feature of school work. The superintendents and principals of schools might take the work in hand, and give the lectures. Their influence would thus extend beyond the school-room and reach the homes of all. Besides the cost of gas, which need not be great, and the printing that would be necessary to keep the people informed of the time and subject of the lectures, there would be no expense, provided the school owned a stereopticon and views. The cost of a first class stereopticon is something at first, but it will last a life time. The same is true of the views also.

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THE NEW YORK SYSTEM.

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All below the age of sixteen years are excluded, so as to make room for the adults for whose benefit the lectures are given. A few of the older pupils act as ushers and distribute the programs.

The first lectures were not well attended. This was not because of lack of interest but because of ignorance of the existence of the lectures. The following year a simple but effective system of advertising was adopted with the results mentioned above. Programs of convenient size to be carried in the pocket were issued. These contained the dates, subjects, and names of all the lecturers of the course. In addition to this, hangers were placed in conspicuous places and at the entrance to the schools. A transparency was also placed before each school announcing the free lectures.

The subjects cover a wide area. Any live subject, well treated is welcome. On the program before me, among other subjects are: "Modern Greece;" "Oxygen;" "Napoleon;" "First Aid to the Injured;" "Paris;" "The Art of Glass-Making;" "Some Curiosities of Music;" "The History of Labor;" "Burns and Scotland." The best talent volunteer their services, and experienced operators are provided, yet the whole expense of each lecture does not exceed twenty dollars. These lectures are becoming more popular each year, and the series is being rapidly extended.

What has proven such a success in New York amid the numerous attractions of the great metropolis may be done, proportionately to the population, in every town and city in the land. It will take a large amount of effort to bring this about, but the sooner it is done the better for the welfare of the people who pay the taxes for the education of their children, "making shoes for others while their own feet go bare." This demand can be met, without extravagance, and those who believe in the welfare of the greatest number and the extension of popular education have it in their power to bring it about.

Mount Vernon, N. Y.

The Only Way.

By C. E. PRESCOTT, Jr.

There are many reasons why the mass of teachers "drift" in an uncertain intellectual way, and fail to affect the times and the world only as they may through their pupils. The preparation they are required to make is so limited that the literary spirit is not evoked, as it usually is in the case of the college graduate; and by this literary spirit I mean that desire to be in the companionship with the best minds in books and to act in the light of the thoughts of those minds. A principal of a New York school, who had upwards of twenty assistants, took pains to ask each to write the names of such books as had been read in one list and the names of those that were being read in another. It appeared from this that teachers who had been in that school for ten years had read but few books and none of them standard. The Seaside Library furnished most of the books they required. Mrs. Southworth, Ouida, The Countess, Jane Porter, and such were evidently favorite authors.

Some time since I made the acquaintance of a man who has become great authority on the raising of poultry. I found him a most intelligent man and ready to tell the method by which he rose to the elevation he has attained. His story was about as follows:

"I saw some chickens that were unusually handsome and purchased them. I soon began to want a variety and found I was ignorant; I sought for information, but saw those I dealt with were ignorant. Then I purchased books and studied. I took all the poultry papers; I wrote to men who were in the poultry business. I found poultry had diseases, so I got books and medicines. In fact I went to the bottom of the business. Then I wrote to poultry papers on my discoveries and beliefs. Soon I found they wanted my articles. Letters came to me showing I had the confidence of the readers. I read and studied more—I probably have a hundred books relating to poultry. I daily receive letters asking advice relative to breeds I possess. All this has come about by my determining to get at the bottom of the business, and yet it is only a side issue. If I choose, I could make a good living by raising poultry, for I know more about it than most of those who do. Those who fail in it fail from ignorance."

This simple story shows that there is but one way of success—whether in poultry raising, merchandizing, or teaching—getting at the bottom facts or principles; especially is this true of teaching. The number of failures in teaching is really enormous; I mean that the per cent. of those who produce large effects, the effects that are rightly to be expected in teaching, is small—possibly 20 or 25 per cent. It must be remembered there is no one to ascertain the real results besides the teacher; he is alone except now and then a visitor and once a year an inspector. The latter looks to see if certain facts are known and then goes his way; the real result, the up-built character, is discernible by the observant parent and by the teacher himself.

The main effort now is plainly to put a firm foundation under the teachers' feet—this is what has caused the erection of normal schools. In Massachusetts the intention is to have as teachers only those who are normal graduates or college graduates with pedagogical preparation. But what is to be done by a teacher who is neither? Let me suppose a teacher who began with a good common school education, and who feels the breeze that is blowing—the breath of the new movement in teaching, and let me ask, What is he going to do about it? The majority will go on as before, but a small minority will look about them and attempt to join this new movement; possibly doubtingly. Some will make an effort to do something and become discouraged, because they see no bearing of the study upon their daily work. Others will press on and reap a reward.

There is but one way in mastering pedagogy and that is through devoted study and thinking. The youngest teacher can determine to buy one of the books published by E. L. Kellogg & Co. relative to the history, principles, methods, and civics of education. These books will cost 15 cents each and they will form a nucleus of a library. *Sixty cents thus spent will mark the teacher as belonging to the advancing class*, as one determined to do something in addition to hearing lessons. Suppose Pestalozzi is chosen in history; Huntington's Unconscious Tuition, in principles; The Recitation, by McMurry; Ventilation, by Dr. Maltby; and suppose the teacher studies these with care until he is familiar with them, he has started out in the right way to separate himself from the majority who are satisfied to continue to be just what they are.

The question will be asked, Suppose I do study the history, principles, methods, and civics of education will I be sought out and advanced to a better position? Now is this really the question to ask. Do you not attempt to inspire your pupils with a love of knowledge for its own sake? Can you demonstrate to your boys that they will succeed better as merchants by studying botany? A knowledge of pedagogy does have a direct bearing on the daily work of the school room, and I venture to say that the most successful teachers are successful through their knowledge of pedagogy, though they may not call it by that name; and, further, that an unsuccessful teacher is one ignorant of pedagogy. So that the real question is, If I study pedagogy will I be better able to teach? And to this I answer yes.

To know the year Pestalozzi was born and who he married, and that he had one son is not to know Pestalozzi. These facts will not help one to manage a school-room of heterogeneous materials. One must know the ideas and spirit of Pestalozzi. The recommendation therefore of the study of his life is not made on the supposition that the bare facts of his life will be committed to memory, but that there will be a piercing down into and comprehension of his proposed attainments concerning education. Shall the teacher start in anew as if no one had thought profoundly on the work he is doing? Is it not the wise thing for him, like a wise sailor, to know what discoveries have been made already? The only way for those who expect to advance beyond their present is to know what others have thought and done who are working in the same lines with themselves.

A Christian school is made by the atmosphere, the general tone, the surrounding objects, the character of the teacher, the constant endeavor, the loving tact, the gentle skill by which the light and spirit of Christianity—its lessons for the head, for the heart, for the whole character—are made to pervade and animate the whole school life of the child, just as the good parent desires that they should animate his whole future life in all his manifold duties and relations as man and citizen.

—Rev. J. J. Keane.

Legal Intelligence.

By R. D. FISHER.

EPITOME OF RECENT DECISIONS ON QUESTIONS OF INTEREST TO SCHOOLS.

School Taxes—Levy On Railroad Property—Missouri Statute.

1. A tax levied for the erection of school buildings is a tax levied "for schools" (Rev. Stat. 1889) and therefore may be levied without the order of the county court required by section 7654.

2. Where sec. 7732 provides, in regard to the levy of school taxes on railroad property, "that the school board of each district shall forward to the county clerk an estimate of the amount deemed necessary for each fund and the rate required to raise said amount." Held, that the value of the property to be assessed having been ascertained, the failure in the school board report, to specify the amount of each fund, does not invalidate the tax, if the rate necessary to raise the same is stated, as the amounts may be calculated from the data given. *St. Louis, etc., Ry. Co., v. Gracy, Mo. S. C. Dec. 10, 1894.*

Election of Teacher—Calling Roll—Mandatory Provision.

1. The clause in section 3982 of the revised statutes (Ohio) which provides: "Upon a motion to employ a teacher, the clerk of the school board shall call, publicly, the roll of all the members composing the board and enter on the record required to be kept, the names of those voting aye and no"—is a mandatory provision, and must be strictly pursued.

Where the minute book containing a record of the proceedings of a board of education shows that all the members of the board were present, that upon motion an applicant for the position of teacher was declared elected by a unanimous vote, but that the clerk did not call the roll of the members and the names of those voting aye were not entered on the record the requirement of the statute was not sufficiently complied with, and the election was invalid. *Board of Education, etc. v. Best, Ohio, S. C., Jan. 11, 1894.*

Note: The plaintiff was notified of her election in writing, and presented herself at the school-house upon the opening day, ready and willing to discharge the duties of a teacher. The board repudiated the election and dismissed her from the building. She obtained judgment in damages, but on appeal it is held that her election was invalid and no recovery can be had.

School Town—Property Erected by Township—Action to Recover. (1) When a town is incorporated and organized as a school corporation, it succeeds the school township in which it is located in all educational matters connected with the public schools within its limits and the title to school buildings previously erected therein vests in the town, and a suit to recover possession of such property as against a third party is properly brought in the name of the school town.

2. When land is conveyed to a school township "for the use of the common schools," there is not a condition subsequent which would work a reversion upon abandonment of the property for school purposes by the school officers. *Newport Lodge, etc., v. School Town of Newport, Ind. S. C., Feb. 21, 1895.*

School Township, Teacher, Contract, Reformation, Evidence.

(1) A contract writing made by a township trustee with a school teacher may be reformed, where, by mutual mistake of both parties, it was stated to be between such teacher and the township trustee, instead of the school township by such trustee; and such reformation may be had without a demand therefor; before suit upon it, where in the suit recovery is asked upon the contract as reformed. (2) An incoming trustee cannot ignore a contract of his predecessor upon the technicality that it is defective in form on its face. (3) Where the pleading and evidence showed that the trustee offered the teacher another school, but of limited duration, is not sufficient. (4) It is proper to show by parol, and from the subject matter contracted about, the real capacity in which a public officer acted in entering into a contract. Judgment in favor of the teacher affirmed. *School Township v. Mendall, Ind. S. C., Feb., 1895.*

School Funds, Time of Apportionment, Duty of County Treasurer. While by the school law of 1890 the county treasurer was required to notify the county superintendent of schools of the amount of school funds in his hands "at the time fixed for making the apportionment," which was the first Monday in January and thereafter quarterly, the taxes becoming delinquent on Jan. 1, of each year," its amendment by the law of 1891 providing for such certification "within twenty days after the day on which taxes become delinquent each year," and quarterly thereafter, and changing the date of apportionment to within five days after the receipt of the quarterly certificate of the county treasurer, is not a perpetual mandate upon the treasurer to make his certificate on January 1, the time for the delinquency of taxes to begin being also changed to March 1 by the revenue law of that year. *School Dist. etc. v. Fairchild, Treasurer, etc., Wash. S. C., Feb. 26, 1895.*

School Board, Right to accept Bid. In an action against a school board to prevent the awarding of a contract the court held that an injunction will not lie to restrain a school board from award-

ing a contract to erect a high school building to one who was not the lowest bidder, where the board reserved the right to reject any and all bids, and there is no evidence of fraud on the part of the board, and no statute requiring contracts to be awarded to the lowest bidder. *Chandler, et al v. Board of Education, City of Detroit, Mich. S. C., Mar. 5, 1895.*

School District, Void Warrant, Statute Concerning Indebtedness.

(1) A statute empowering the district board to make all contracts, purchases, and payments "necessary to carry out every vote of the district," regarding the acquisition and maintenance of the district school-house, does not authorize the board to contract debts in excess of the appropriation made for that purpose by the annual district meeting, which would run beyond the current school year. (2) One who enters into a contract with the board of a school district is bound to enquire as to its authority to make the same. (3) A warrant issued by the board of a school district, directing the district treasurer to pay a certain amount to the order of the payee, is not a negotiable instrument. (4) Where the statute provides that all bonds and obligations in excess of 4 per cent. of the taxable property shall be void, a warrant issued by the board of a school district for indebtedness in excess of such amount is void, though the indebtedness was necessary to the maintenance of the district school. *School District, etc. v. Western Tube Co. Wyoming S. C., Mar. 5, 1895.*

School Bonds.—Notice of Election. Under the law of 1850, amended by the law of 1893, providing that a school board may, on a majority vote, submit to the electors of the district whether it shall issue bonds for school building purposes, and forbidding the issuance of bonds beyond a certain fixed sum, bearing interest not exceeding 6 per cent., and payable and redeemable at a certain time, a notice of election which does not state the rate of interest or the time when the bonds were to become payable and redeemable is insufficient, and the issuance of bonds pursuant to the election held thereunder should be restrained. *Ex rel. Stanford v. School District, etc., Montana S. C., Feb. 19, 1895.*

School Fund, Apportionment, Mandamus to Compel. Where the statute (Hill's) requires the county superintendent to each year apportion the school fund, in amounts and in a manner specified, "to districts of the county that have reported to him as required by law; and where section 2608 provides that districts shall not be entitled to their portion of such fund unless they shall have reported to the superintendent by the first Monday of March each year, and shall have a school taught of a quarter's duration in each year. The district clerk is required to make such reports. Held, that a peremptory writ of mandamus will not issue to a county superintendent to compel him to make an apportionment to the district of a county where the writ fails to show that any of such districts have reported to him, and have had a school taught therein of a quarter's duration. The alternative writ must also show that there is a fund on hand for apportionment." *Ex rel Booth v. Bryan, Superintendent Oregon S. C., Jan. 31, 1895.*

School Trustee, Appointment, Certificate, Election. (1) The office of "long term" school trustee is separate and distinct from that of the short term, and a certificate of appointment which does not state that it is for the long term is insufficient to entitle the appointee to that position. (2) Where the relator claims to have been elected long term school trustee, and challenges the constitutionality of a subsequent law to that under which he claims. Held, that without regard to the constitutionality of the act challenged, the failure of the board to canvass the votes and issue a certificate of election is fatal to his right to hold office. *Ex rel Guman v. Medder et al, Nevada S. C., Jan. 4, 1895.*

Municipal Corporations, School Districts, Election of Board of Education.

(1) Where the general law governing municipal corporations provides that in case of organization under it, that all laws and parts of laws not inconsistent therewith shall continue applicable. Held, that where a city, under a special charter, reorganized under the general law, the provisions of the charter creating the municipal territory into a common school district, and providing for its government as such, remained in force, since the general law contains no provision on the subject of schools. (2) A city as organized was divided into four wards, and its charter provided that its board of education should consist of the mayor, and one member from each ward. By amendment, it was afterwards provided that the members of the board should hold office for two years, and that two of them should be elected each year. Held, that the charter as so amended did not, by implication, limit the number of members to four in case of an increase in the number of wards. (3) The fact that such city elected city officers only once in two years, does not prevent the city from holding yearly city elections for members of the board of education. *Smith et al v. People ex rel. Malone, Ill. S. C., Jan. 30, 1895.*

Editorial Notes.

In spite of the addition of 20 pages to this issue of *THE JOURNAL*, much valuable material cannot appear. This may be looked for next week. Those who do not come in contact with this stream of educational thought do not know how much they miss. In a store in one of the smallest villages in Florida a copy of a dry goods journal was found on the proprietor's desk. "I want to know what is going on," was his explanation. To know what is going on in the educational world take *THE SCHOOL JOURNAL*.

Great activity in the erection of new school edifices is apparent from reading the long list in this issue of buildings to be constructed. A correspondent in England remarks upon this feature with surprise; it shows that America is a new country, and it shows our interest in education.

Not a few readers of *THE JOURNAL* will find this list extremely valuable; those seeking better fields of labor can address the school boards where a new building is in process of erection and offer their services as principal or superintendent. *THE JOURNAL* is receiving much commendation for obtaining this information and diffusing it; it means to exhibit the important features of the educational field.

The readers of *THE JOURNAL* will be glad to know that Mr. Amos M. Kellogg has returned from his two months' visit to Florida. He has not been idle while away, as the pages of *THE JOURNAL* will testify. There never was a time when there was so much to be said concerning education as now, and there never was a time when the educators of the country were so ready to read. Most important questions are up for discussion, and *THE JOURNAL* will endeavor to present the opinions of those competent to speak.

THE JOURNAL has put the school board before its readers as an object lesson, for upwards of a year, and it has called out a vast amount of discussion. The school board, it is now seen, has a very serious and delicate task before it; the ablest men in the community should compose it—but this is often reversed. The republican form of government vests the selection of the school board in the hands of the voters; the voters select according to (1) party dictation or (2) arbitrary grounds; (a) that some teacher will thus be chosen, (b) that some contract will be given, (c) to please some man who wants to step into some higher (?) post.

Readers of *THE SCHOOL JOURNAL* will be given full particulars next week of an attractive trip to Scotland and England, covering six weeks of delightful travel. A feature of this trip will be attendance at the summer schools at Oxford or Cambridge, or side trips on the continent may be arranged. The whole cost is very moderate. Write at once to Mr. H. S. Kellogg, 61 East Ninth St., care of *THE SCHOOL JOURNAL*, for particulars.

For suggestive reading nothing can compare with the Gospels. Nearly all the words of Jesus are didactic; they strive to carry the person addressed to a higher

plane of thinking. Wonderful as are the words he uttered, he felt they accomplished but little because of a lack of faith—that is, that a higher plane of thought or life existed, or if it did that it was better to be there. For those who are ministering to others no intellectual element is more needed than faith. Watch a mother with a feeble infant in her arms. She has faith that all her care and all her love will yield results. A teacher without faith lacks this essential element. He may say he has faith that his teaching will yield results—that the pupil will learn to read, for example. But has he faith that sets him studying the child and the world, so that he may know that the latter ministers to the growth of the former? Teacher, what besides the arithmetic, the grammar, and the geography do you know that entitles you to claim educational faith? Your faith will be shown by your consecration to know the truth in education. Many and many a teacher of ten years' experience does not own a single book relating to education.

This is to be a great educational summer; there will be more summer schools and more summer school pupils than ever before. This has a definite and encouraging meaning. This republic can be saved only by diffusing knowledge more widely. We have had the spectacle of incompetent men put in as legislators and it is one that must be corrected. Summer schools are for specific purposes—for the teacher to study pedagogy, for example—but the amount of general information diffused is immense. It is the custom of many farmers who have acquired a little competence to spend the summer at Chautauqua and thus acquire information as well as recreation. The summer school has come to stay.

Now the people pay their money for the support of the schools, and some argue that they must choose the school board. But this has cheerfully been given up by many of the large cities, and the members of the board have been selected by the mayor, for example. There is a deeper principle than that the people must manage because they pay taxes. The director of a lunatic asylum should, according to this idea, be selected by popular vote. The people want the best schools possible; they are willing the selection of the school board should pass from their hands if they can be assured this will give them better schools. Most people know that there are some things that cannot be decided by vote.

Leading Events of the Week.

The representatives of Japan and China have at last come to a peace agreement. It is said that Japan is to retain all the territory acquired, and the island of Formosa, Corea is to be independent, Japan is to have \$100,000,000 indemnity, and there is an offensive and defensive alliance between China and Japan.—Great floods in the rivers of New England, New York, New Jersey, and Pennsylvania.—The rebellion in Colombia suppressed.—A corner in meat makes prices so high that many retail dealers close their shops.—The *St. Paul*, the second great American-built liner, launched at Cramp's ship-yard, Philadelphia.—Venezuela gratefully acknowledges the action of the U. S. Congress recommending that the territorial dispute between Venezuela and Great Britain be submitted to arbitration.—President Cleveland sends in his income tax return, including his \$50,000 salary.—Death of James W. Scott, a prominent newspaper publisher of Chicago.—President Cleveland sends a letter on the financial question to Chicago business men, saying that the people must be educated in favor of sound money.—Several earthquake shocks in Austria.—Mr. Gladstone assures the Armenians of his sympathy.—Admiral Meade's squadron at Colon.—A crisis is at hand in Canada; the Manitoba school question and a big deficit are to be met.

More About the "Report."

The main facts as to the way the Committee of Fifteen disposed of their report are before our readers. It by no means satisfies the educational conscience. These questions will come up: Why was the report given exclusively to the *Educational Review* rather than to some other of the 25 educational papers of the country? Why did Dr. Butler put a copyright on it and who authorized him to do it?

1. Two editors of the *Educational Review* were on the committee and the president of the N. E. A. gave his influence—thus three from the *Review* office pulled for it. But this does not excuse the other thirteen.

2. The copyright was a fine piece of work—for this, it was supposed, would force all the superintendents of the country to get the *Review*—possibly they would then become subscribers, "a consummation devoutly to be wished" by its editors, for they have had hard work to induce subscriptions.

What some of the thirteen think may be inferred from their letters.

President Draper says: "I am opposed to any limitation upon the free publication of the report; I think it bad policy to undertake to prevent free publication."

Commissioner Harris says: "The committee gave their report to the *Educational Review* on condition that advance sheets should be sent to the other journals of the country with the request to reprint the same in as full a form as possible."

The effort of the *Boston Journal of Education*, to do this was met with a command to stop, by the *Educational Review*.

Supt. Greenwood says: "I voted for wide open publication. I would as soon think of putting a copyright on an agricultural report."

Would it not be a good idea for President Cleveland to put a copyright on his messages to Congress?

Supt. Balliet says: "The argument for giving the report to one journal was that only this one would print it *entire*." (Did they ask any other journal? They did not. The ones who listened to an argument of that kind would make poor jurymen.) "It was explicitly stated at the Cleveland meeting all educational papers could have the report to do with it exactly as they pleased." (This being the case the committee should censure President Butler for his officiousness in putting a copyright on it and forbidding its publication.)

We see no honorable way out for the other members of the committee but to say:

1. We were wrong to let the *Review* bulldoze or cajole us into selecting that journal.

2. Dr. Butler was wrong for putting a copyright on the report and we censure him for it.

3. Dr. Butler shall convey the copyright to the committee and we will publish it at the expense of the N. E. A.

Let the righteous act be done, Messrs. Committee, hit where it may.

It is impossible for Dr. Butler to get out of the corner into which Dr. Harris' letter puts him: "It was stipulated that advance sheets should be sent to the educational journals with a request to publish the report in as full a form as possible." How they would be requested to publish and then be forbidden if they

did by this same Dr. Butler is a curious thing. "There are things yet to be revealed," says Dr. Cummings, "that will astonish mankind." We believe him.

Dr. Harris on Herbart's Idea of the Will

In THE JOURNAL of April 6 was begun a series of editorial articles on the question, "What Chief Consideration Shall Determine the Course of Study?" taking up for particular consideration the maxim announced by United States Commissioner W. T. Harris in his Committee of Fifteen report on the correlation of studies in elementary education.

Last week the Herbartian basis of instruction was discussed in this connection. In the following letter Dr. Harris gives his views as to the psychological soundness of such a foundation.

In your comments on the question of correlation of studies and the report of the Committee of Fifteen, I notice that you quote the extraordinary sentence which Herbart writes in his "General Outlines of Pedagogics" to explain his idea of the will, making it not primary nor even secondary, but third in rank: "Action generates the will out of desire." Desire is the source, action comes secondary, as a means; and will is a product in the third place. I remember the great surprise which I felt on discovering this sentence years ago in the German original (Part III., chapter IV.) This work was published in 1806. Ten years afterward he published the first edition of his "Psychology," and made himself still more explicit regarding the primacy of desire (*Begierde*) over the will. It is true that he discriminates in his earlier and later writings between desire and will, but in the same manner in which we discriminate between animal and horse. A horse is an animal, but something more. So, too, the will is desire, but desire accompanied with an insight into the possibility of realizing it (the desire).

Desire is evidently one species of feeling. Sensation is another species. Sensation is the feeling that points toward the intellect. Desire is the feeling that points toward the will. But sensation is not yet the intellect nor is desire the will. The tendency of physiological psychologists is to make *feeling* the origin of intellect on the one hand, and of desire on the other. While Schopenhauer makes (secondly) the *will* the root of both feeling and intellect, Herbart takes a third course and suggests that *intellect*, including namely, the ideas or mental images (*Vorstellungen*), is the basis of both feeling and will. In making this peculiar attempt to explain the will he well-nigh destroys it. But no one understood better than Herbart the importance of moral conformity to the ideal standard of civilization. Hence he takes great pains to make up for the slight he has given to the will, by providing that the pupil shall be incited to action through desire swayed by moral interests.

But is it not evident that the Christian idea of the will as the fundamental faculty of personality and the basis of responsibility sets it above all interests? In the "Temptation in the Wilderness," the evil one offered to Christ all the kingdoms of the world, that is to say, all of the advantages to be gained in time and space—all the interests which the world could hold out. The holy One replied, "Take these interests and yourself away."

I notice that one of the writers from the Herbartian standpoint criticises the Report of Fifteen for asserting that there must be isolated study of the several branches. This critic, however, could not be well versed in Herbartian doctrine because the first of the "Formalen Stufen," or formal steps of instruction, requires isolation for the sake of clearness—precisely what the Report of Fifteen insists upon. But the second step is recognition or apperception; the third step is the explanation of the new object by connecting it with the system of knowledge. All of these steps are approved and adopted by the Report of Fifteen. W. T. HARRIS.

Com. U. S. Bureau of Education.



Rev. Samuel Francis Smith, D.D.*

Author of "America."

The testimonial to Dr. S. F. Smith, author of the national hymn, "America," took place at Music hall, Boston, April 3. It consisted of an entertainment for school children. The Rev. Edward Everett Hale and others spoke.

The main celebration was in the evening when the governor of the commonwealth presided. The Hallelujah chorus was sung by 125 voices from the Handel and Haydn society after which the Rev. Dr. Smith told anew the story of "America."

"In 1831 Commissioner Woodbridge, of New York, was sent to Germany to inspect the public schools there. He found that a great interest was taken in music, and brought home several music books, placing them in the hands of Lowell Mason. As Mr. Mason had no knowledge of German he asked Dr. Smith to translate some of the songs so he could write new words for some of the music, as he wished to prepare a choir book for children's voices.

"Dr. Smith was looking over this book one day in February, 1832, when his attention was drawn to a tune which he thought particularly appropriate because of its simple, natural movement. The German words were patriotic and he was seized with the thought: 'I will write a patriotic hymn of my own.' Then and there 'America' was composed, written on a scrap of paper. It was composed in less than a half-hour and reposed in the folds of a portfolio for a long time before being sent to Mr. Mason, who brought it out on the Fourth of July at a children's celebration in Park Street church, Boston.

"This was the first time it was sung in public. It was first published in the 'Juvenile Lyre,' a children's song book. Dr. Smith said that he was not by any means persuaded that the music was of English origin. There is good authority for the statement that it was written by a German.

"Dr. Smith spoke of the opposition which was excited against the introduction of the study of music into the Boston public schools.

"Eventually Mr. Mason's book was adopted, and then, year by year, the song 'America' was taken up in school after school throughout the length and breadth of the country.

Dr. Smith said:

"Wherever an American heart beats now that song is heard. It has found translation into a number of foreign languages—'*mutatus mutatur*'—changed in form and construction but fraught with the spirit of freedom. I have myself two translations into the Latin and one in Italian. It is found in Sweden and in the empire of Burmah, as well as in England, France, and Germany.

"I cannot refrain from thanking you, my dear friends, for taking this wail of mine and making it of such national importance. In the singing of it we are all one. There is no longer Republican, nor Democrat, nor Mugwump, nor Baptist, nor Congregationalist, nor Episcopalian, nor Swedenborgian, nor Carmelite, but as in the parliament of religions, where was quoted so aptly, 'How beautiful it is for brethren to dwell together in unity,' and earth and heaven may well join together in one hallelujah."

Dr. Smith's remarks were received with great applause. Ex-Gov. Long was then introduced and delivered an address.

Dr. Alvah Hovey, of Newton seminary, spoke of "The Author of 'America' as a Neighbor," and after the chorus had sung "Washington and His Flag" the exercises were closed by the whole audience singing "America."

Telegrams of congratulation were received from the governors of Iowa and Wyoming, from the Department of the Potomac, Department of Massachusetts, U. S. A., and from other organizations.

In Chicago the Columbian Liberty Bell was rung in honor of the Rev. Samuel Francis Smith, author of "America." Mayor Hopkins and Superintendent Lane, of the Chicago public schools, were in charge of the ceremony. The bell was rung by a delegation of pupils from the schools, one for each state and territory of the union. The gathering afterward joined in the singing of

*We are indebted for this portrait to Messrs. Silver, Burdett & Co. of Boston, who are the publishers of Dr. Smith's forthcoming volume of "Poems of Home and Country."

the national hymn, and a telegram appropriate to the occasion was sent to Music Hall, Boston, where the main celebration was in progress.

Dr. Samuel F. Smith, the venerable author of the national hymn "America," was appropriately remembered in Birmingham, Ala., by the pupils of the several public schools. At noon the pupils gathered in the recitation rooms of the several buildings and carried out a special program.

The Boston school teachers have been discussing the prevalent weaknesses of their pupils. They have come to the conclusion that the telling of untruths is the most formidable shortcoming of the girls, while untidiness is the principal sin of the boys. One school-mistress says that habits of deceit in her pupils spring from their desire to create a good impression. We cannot believe these conclusions as regards the girls. Their desire to please is one of the finest attributes of their nature. They are made to be charming, and to know it at an early age. No deception is needed to make all right-minded persons of the other sex admit it freely.

New York City.

Mr. Edward S. Burgess, who was recently chosen professor of natural science in the normal college, to fill the vacancy caused by the death of Prof. Day, is a graduate of Fredonia normal school, Hamilton college, and Johns Hopkins university. In the latter institution he taught natural science for one year. At present he is a professor and director in the three high schools of Washington.

In the notice of Dr. Edgar Dubs Shimer's lecture on Froebel in last week's JOURNAL, page 388, several mistakes occurred, the types seeming to take delight in spelling his name in a variety of ways.

Houston, Texas.

The monthly reports of Supt. W. S. Sutton are always highly interesting and instructive. The accounts he gives of the progress of the schools under his charge usually speak of the efforts the teachers are making to advance in pedagogical insight and skill. This is the proper way of judging progress. "As is the teacher, so is the school." Faith in this truth and centralization of effort in its application have made Supt. Sutton one of the most successful city superintendents in the country. Here is a passage from his report for March, which shows what high conception he has of the teacher's work:

"The teachers' institutes and grade meetings held during the month have been full of interest and inspiration. I believe the teachers of this city are studying along the professional lines with the determination and intelligence that can not fail of the highest and most genuine success. Teaching in itself is fast becoming a profession, and he who is content with only a knowledge of the subject matter of instruction, and who is not willing to take the time, and practice the self-denial necessary to master the art of teaching, what he himself knows, is not worthy to be ranked as a professional schoolmaster.

"The fact is that the knowledge and skill which are peculiarly the schoolmaster's own, are acquired only from a conscientious study of scientific method in education. During the last few years this truth has been emphasized in the work of the public school teacher, and to-day he who expects to be recognized as an efficient workman in that field of labor must not only possess good scholarship, but he must also have a knowledge of the technique belonging to public school work. To state this truth in a general way, no professional man should be accorded high standing before he has demonstrated that he has a thorough knowledge of that profession, and also skill in discharging its duties.

"It gives me a high degree of pleasure to be able to report that the men and women engaged in teaching the children of this city, are endeavoring earnestly and intelligently to increase their professional knowledge and skill."

Those who have seen a copy of Supt. Sutton's annual report of last year, or have read the circulars he sends out monthly to his teachers with suggestions as to how to prepare for the institutes and grade meetings, will understand the weight of the words above quoted. The Houston teachers are on the right track. There will be demand for them in other Southern cities that are looking for men and women who are devoted students of education.

Aside from the institutes and grade meetings which are given to a systematic study of pedagogy, there have been given in March two very helpful lectures, one by Dr. J. M. Rice, of the *Forum*, and one by Dr. J. Baldwin, of the University of Texas. Dr. Rice spoke on "How to Acquire the Art of Teaching." Supt. Sutton in his report writes this about the lecture:

"Nearly all the teachers of the city, and many of the citizens as well, were present. While the lecture was perhaps too technical to be thoroughly enjoyed by those not actively engaged in teaching, yet the lecture itself was full of suggestion and wholesome direction to those whose business it is to follow the schoolmaster's profession."

Of Dr. Baldwin's address on "The Scientific Grouping of the Subjects of Study," before the Houston Schoolmasters' Round Table, he writes:

"Every member of the round table felt that he was under renewed obligations to Dr. Baldwin, who has ever been ready to do what he could to advance the cause of education in the state of Texas."

A Model Sloyd Equipment.

Many school superintendents of the smaller cities hang fire on the manual training venture because of the expense supposedly attached thereto. The following figures are given in the hope of showing that an adequate course of grammar school manual training is readily within the means of every town having graded schools.

The illustrations show the Stockton (Cal.) manual training school, now in operation. Its capacity is twenty pupils at a time. The united experience of manual training teachers goes to show that the maximum number of pupils in any one class should not exceed twenty. At present the classes are made up of eighth grade boys who attend twice a week during periods of two hours each. The four hours weekly thus lost to the scholastic subjects are made up by special study rendered bona fide by written work. Although the course, for the present, is optional, those pupils to whom it was offered have joined in a body, agreeing to the stipulation regarding the making up of studies lost. The school is centrally located and accessible to classes from all the districts. The program, as far as possible, allots the closing hours of the day to the manual training lesson.

The course consists entirely of wood work and is laid out in accordance with the general principles of the Nääs sloyd. A series of forty models is arranged so that the eighty-five exercises embodied follow a sequence as to difficulty of execution. There are no preliminary "just for practice" exercises. The model, successfully completed, becomes the property of its producer. The pupil makes a working drawing in each case prior to the construction of the model. The proper care of tools, bench, and shop is rigorously enforced. At the end of the lesson two pupils serve as a housekeeping committee, sweeping the floor and attending to other details of order. All of the pupils, in regular turn, serve on this committee and regard the service as a regular feature of the lesson.

Each pupil has a private locker in which he keeps his personal property, such as apron, unfinished model, etc. At the end of the lesson he hangs his key upon the class key-board. This is then locked up in the tool-room pending the return of its respective class. The bench shown in illustration provides these lockers for three classes. Next September the number of classes will be increased to ten and the extra lockers needed will utilize the wall space between the studding.

At irregular intervals, as the finished models accumulate, they are inspected and judged by a committee of pupils presided over by the teacher. All in turn serve on this committee. The model bears, instead of the owner's name, his sloyd number. The committee are thus ignorant as to the ownership of the work under criticism. Service on this committee gives the pupil a high ideal as to the attainable quality of his handicraft. Those models passing a certain standard receive the seal of approval by which



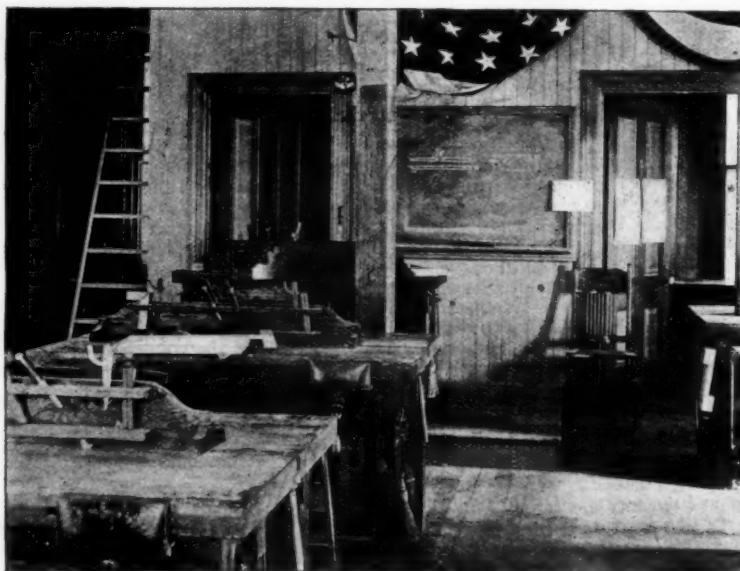
MANUAL TRAINING SCHOOL, STOCKTON, CAL.

the school accepts the quality of the work. The pupils strive for this seal, not generally in a spirit of emulation (which the whole spirit of the sloyd discourages) but with a purpose of achieving a standard excellence of execution.

The proper tool sequence is adhered to. The pupil is allowed the use of file and sandpaper only after the respective tools have done their peculiar work. This requirement is found worthy of much attention in a class of beginners. As occasion offers individual instruction is given in tool sharpening, so that, at an early stage of the course each pupil becomes entirely responsible for the care of his tools.

EQUIPMENT.

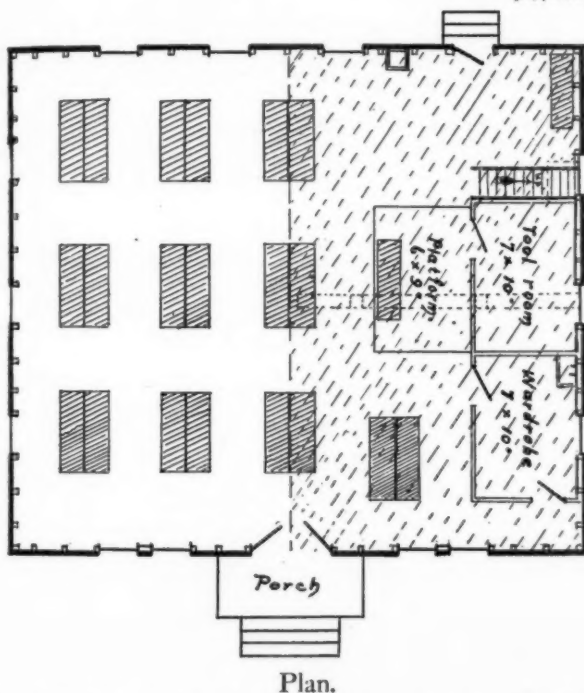
- 12 Rip saws, Disston, "D8," 28 in., 5 and 6 points.
- 12 Hand saws, " " " 24 and 26 in., 8 and 9 points.
- 12 Tenon " " No. 4, 10, and 12 in.
- 12 Hammers, Maydole, No. 12.
- 10 Half-round cabinet files.
- 10 Flat " "
- 12 Round " "
- 4 Mill files.
- 6 Taper files assorted.
- 24 Iron Jack-planes, Bailey No. 5.
- 12 " smooth " " 3.
- 2 " fore " " 6.
- 12 Try-squares, Stanley 4 in., No. 10.
- 12 " " Winterbottom mitre, No. 1
- 24 Bench knives (sloyd) Humphrey, No. 2..
- 24 Wing dividers, 6 in., B. & C.
- 24 Boxwood rules, Stanley, No. 62.
- 24 Marking gauges, " " 65.
- 48 Socket chisels, beveled, assorted, Buck Bros.
- 1 Machinist's vise, Parker No. 23.
- 1 Anvil, 15 lb., "Eagle."
- 1 Axe pattern hatchet, Hunt's, 1 1/4 lb.
- 1 Broad hatchet, Hunt's, No. 3.
- 4 Spoke shaves, Goodell's cylindrical.
- 4 Draw knives, Barton's 8 in.
- 6 Hickory mallets, round, 3-in. face.
- 3 Button's plyers, 4 1/2, 6 and 8 in.
- 2 Steel squares, No. 10.
- 1 Graves' automatic drill, No. 2.
- 6 Trimmers (scissors) Henckle's Nickel, 7 in.
- 16 Auger bits, Russell Jennings assorted.
- 3 Screw driver bits, Buck Bros.
- 6 Syracuse twist bits.
- 2 Expansive bits, Clark's.
- 3 Spofford's braces, No. 107 and No. 108.
- 1 Barber's ratchet brace, No. 33.
- 1 Router plane, No. 1, Stanley.
- 1 "Odd jobs" Stanley.
- 2 T-bevels, Stanley, nickel, 8 in.
- 6 Screwdrivers, "Champion" assorted.
- 1 Gluepot, 4-in kettle.
- 14 Carving tools, Addis' assorted.
- 6 Carver's files (rifflers), assorted.
- 1 Mounted grindstone, No. 2.
- 3 Washita slips.
- 2 " " oil stones, cased.
- 4 Prs. Austin and Eddy clamps, No. 2.
- 12 Adjustable clamps, Stearns, 5, 7 and 9-in.
- 6 Brad awls, assorted.
- 6 Countersinks, Buck Bros.



INTERIOR OF MANUAL TRAINING SCHOOL, STOCKTON, CAL.
(See Plan on next page.)

- 1 Monkey wrench, Coe's, 8 in.
- 1 Machinists' bench level, Davis, 5 in.
- 1 Oiler, copper, No. 3.
- 1 Dowel plate.
- 1 Set trammel points, Stanley, No. 1.
- 1 Bailey rabbet plane, No. 10 1/2.
- 3 Nail sets, Buck Bros.
- 6 "Millers Falls" bracket sets.
- 1 Gross blades for same.
- 1 Steel stamp (Stockton Manual Training School).
- 1 Set steel figures, 3/8 in.
- 12 Whisk brooms.
- 1 Gong.
- 6 Gross screws assorted.
- 2 Reams sandpaper No. 0 and 1.
- 20 lbs. wire brads assorted.
- 3 kegs wire nails.
- 25 lbs. No. 1 glue.
- 3 Gross hooks (tool hangers).
- Wardrobe sundries.
- 24 Stools.
- 1 Teacher's desk.

1 Barnes saw (rip, cross-cut, and jig)	\$310.00
10 Double benches	40.00
2 Single benches	200.00
21 Wyman-Gordon vises, 9 in.	117.
Assorted lumber	35.00
Manual training building	720.
	<hr/>
	\$1,422.00



Floor 36x31 feet. The light shading indicates the space overhung by the lumber loft. The latter is built at the level of the eaves. The heavy shading indicates location of benches.

The interior is left unfinished save the partitions inclosing tool-room and wardrobe. These are ceiled inside and out. The loft floor is also ceiled.

The loft window at the lumber loft end of the building is arranged on the "jib-head" plan. This facilitates the taking in of lumber. The lumber loft obviates the necessity of an outbuilding and is in every way a most satisfactory arrangement.

Benches for Manual Training Classes.

The Stockton Bench.

Length of top, 60"; width, 36"; thickness, 3". Made of 1" maple pointed in 3" strips; this upper layer backed by 2" Oregon pine, jointed in 3" strips. Both layers glued solidly together with jointings broken. Fastened to frame by 3/4" dowels. Frame built of eight 4" x 4" posts of Oregon pine with cross-pieces 2" x 4". Panels of tongue and groove ceiling, grooved into cross-pieces. Tool rack set in mid-way slot and detachable. Each side of bench is fitted with a Wyman-Gordon (Worcester) instantaneous grip vise.

The illustration shows arrangement of bench tools as follows: For each pupil, *vise, rule, dividers, gauge, knife, pencil, square, file, and frame.* For each two pupils, *panel saw, hammer, whisk-broom, rip-saw, tenon-saw, and planing hook.* (The last three-named are out of view at the other

end of bench.) A *drawing board, T-square* and stool, for each pupil, find place in the recess of the bench.

The illustration shows a double bench, accommodating two pupils. One side is a counterpart of the other. The teacher's bench and the vise bench mentioned in the tool list are like the one shown in illustration except that they are single instead of double. The vise bench is fitted with a machinists' instead of wood workers' vise, and is used for incidental light metal work.

The remainder of the tools are designated *special tools*, as distinguished from *bench tools*. They are dealt out from the tool-room by a pupil monitor on order from a pupil. The stub of said order provides for the satisfactory return of the tool at the close of the lesson.

Hammacher, Schlemmer & Co.

Messrs. Hammacher, Schlemmer & Co., of 209 Bowery, New York, are offering a variety of benches for manual training schools. THE JOURNAL in its issue of Sept. 1, 1894, gave a concise description of their "J" bench, an illustration of which is here reproduced. Since then the bench has been strengthened and perfected in many details, and is now being offered by Messrs. Hammacher, Schlemmer & Co. in connection with special lists of tools for carpenters and carvers' outfits—the tools in these outfits being such as are generally used by manual training schools. This bench may be had with one or two drawers and also with



head screw only. Some schools find that this bench made double (36 in. wide) is best suited to their requirements. Another demand has been met by putting out a different bench for two pupils. This bench is 32 in. wide, 5 ft. long, has two head screws, two drawers with locks, and a cupboard with lock and two compartments. Messrs. Hammacher & Schlemmer also make the same bench without the drawers or cupboard.

The unusual strain to which boys subject the head screws on these benches has led to call for iron vises in their stead, and benches fitted with such vises are now in the market. Another feature in this line offered by this firm will be a carpenters' vise with an iron bench screw. This will be very strong, and will be particularly acceptable to small schools with limited funds, as common benches can be put up by local carpenters, and when fitted with these vises will be fairly practical.



THE STOCKTON BENCH.

Chandler & Barber.

The manual work bench manufactured by Messrs. Chandler & Barber, 15 and 17 Eliot St., Boston, Mass., is used in all parts of the country, from Halifax to California, and appears to give excellent satisfaction. The adjustable feature is an idea of Mr. Gustaf Larsson, principal of the sloyd training school of Boston. Although it is an essential part of the bench it is not a complicated arrangement. A bench should be made so that it will meet the



conditions of the various classes who come to use it, and, as necessarily, these classes vary in age or size, it is obvious that a number of set desks cannot always meet these conditions. In a prominent school where the set desks were used the pupils were found to be working at a disadvantage. Although they had platforms to meet the proper heights, the boys were unwilling to acknowledge in this manner their possible inferiority to their neighboring pupils. This is a trait that must be recognized. On the other hand, it is not desirable either to complicate this feature so as to destroy its usefulness in either point by making the bench less steady or less durable. These points have been kept steadily in view in making this bench. A number of other details have been carefully looked into in the construction of the bench, and changed only after repeated trials. The manufacturers believe they have an improved bench which will meet the requirements of manual training schools.

NOTES.

It was intended to give also a bench designed by Professor Charles A. Bennett, of the Teachers college, and manufactured by the Andrews School Furniture Company, 65 Fifth avenue, N. Y. But it seems that the bench is not quite ready for the market; at any rate no clear explanation of its distinctive merits could be obtained in time for this issue. THE JOURNAL may probably make mention of it in a later number. Those who desire to be informed regarding its construction will do well to send to the Andrews School Furniture Company for descriptive circulars, which will be ready soon.

If there are any other practical work benches in the market which are particularly suitable for manual training classes those who are fully acquainted with their peculiar advantages are re-

quested to favor the editor of THE JOURNAL with descriptive notes and such other matter as may recommend them to the consideration of educators.

It is the aim of THE JOURNAL to keep its readers informed regarding the most desirable material for the proper equipment of schools. Correspondence is invited with teachers and school officers who are contemplating the introduction in their schools of any apparatus of which no description has as yet been given in these columns.

Paris Letter.

The recent tenth annual distribution of medals and other prizes given by the French government and Alliance Française for the encouragement of the study of French in English public schools, emphasizes the fact that school boys and girls both in America and England study the French language, but seldom learn it. They seem to have a false pride or shame in endeavoring to pronounce a foreign tongue with anything but an Anglo-Saxon accent, and the lessons often become a sort of farce from which the average pupil endeavors to extract as much fun and as little profit as possible. Their regret comes in after life when they begin to travel or wish to spend some time abroad. Let American teachers encourage their pupils to carefully study the principles laid down in the dictionary and grammar, using an every-day vocabulary. They will then have no difficulty in making their wants known and understood, and their French will carry them anywhere in Europe.

Prof. Ahmed Effendi, of the Imperial Ottoman Arabic school, Kimberley, South Africa, has been spending a few days in Paris, coming from Vienna. He sails for home very soon.

An animated controversy is going on in Geneva. It has been brought about by the appearance of a pamphlet attacking the organization of the college and its value as an educational instrument. The author of the pamphlet is an ex-professor of the college and private-docent at the university. His conclusions are violently combated. The Genevese have always prided themselves on the educational advantages and high intellectual development of their town.

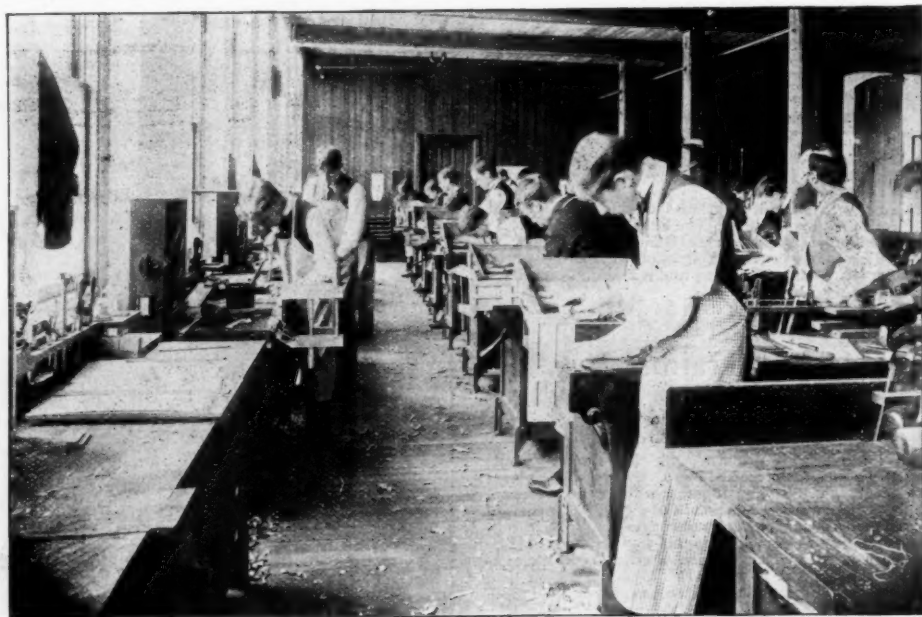
Red tape (which is expensive in France) binds the French hand and foot. One of the great colleges of La Vendée has to refund sixteen dollars to a parent whose son was unable to pass a month there for which the board bill had been prepaid.

Formerly the purser of the school would have sent a post-office order for the amount, but some new regime thinking this too simple has directed the lad's father to do as follows:

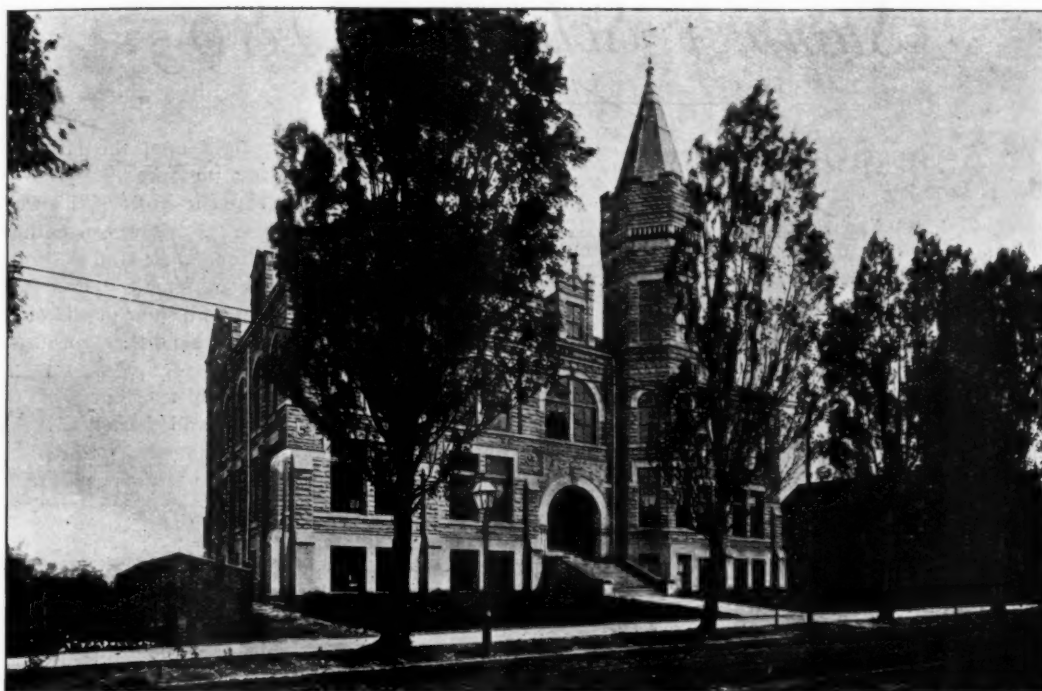
1. To procure a sheet of stamped paper for a petition.
2. To write a power of attorney on another duly stamped sheet of paper.
3. To get this document legalized by a mayor or commissioner of police.
4. To send it in a registered letter with the petition to the purser who, at the end of three months will be able to refund the money.

Paris.

FLORENCE BLANCHARD.



BENCH WORK CLASS IN THE BOARDMAN MANUAL TRAINING SCHOOL, NEW HAVEN, CONN.



CENTRAL MANUAL TRAINING SCHOOL, CLEVELAND, OHIO.

Manual Training in Cleveland.

There has been marked progress in the manual training work in Cleveland, Ohio, during the past year. Instead of being confined to the pupils of the high school, instruction is now given to all grades and departments. The course of study has been slightly modified, an effort being made to give a little more artistic touch to the work. Clay modeling is extended through the primary grades, and into the fifth and sixth grades. Color study and construction work in cardboard will be adopted in these grades. The knife work and sewing of the fifth and sixth grades will be carried forward into the seventh, and bench work and cooking, which formerly was given to the seventh and eighth grades, may be confined to the eighth. Mr. William E. Roberts, supervisor of manual training, says in his report:

"Our Cleveland manual training work possesses two marked

advantages tending toward the final realization of a perfect system. One of these is an unbroken line of work from primary to high schools, inclusive, along which to develop. The other is that a special tax levy under the present law makes a definite provision for this particular branch of school work, thus eliminating financial difficulties which so often retard the growth of a movement of this kind. One farther step should be taken, and its accomplishment should be expected - the introduction of the kindergarten system, which forms the foundation of all school work, and from which the whole manual training idea has been developed."

The new Central manual training school was first occupied at the beginning of the spring term. The building is a beautiful one, and an ornament to the city. It is well equipped for the first two years of the course.



BENCH WORK CLASS, EIGHTH GRADE, CLEVELAND, OHIO.

Summer Schools of 1895.

A Great Opportunity.

By CHAS. B. BLISS.

Agassiz may well be called the father of summer schools. In 1873 he founded the Anderson school on Penikese island in Buzzard's bay. Owing to his death the following winter, this particular school had to be abandoned. But others sprang up directly, and the work has continued to grow and expand, until now summer schools of one kind or another are found in all parts of the land, from the Atlantic to the Pacific, and from Maine to Florida. Other countries also have taken up the idea and large summer schools have been held in England and Scotland, and in different parts of continental Europe.

These schools are conducted by the seashore, in the mountains, by the side of beautiful lakes, and in the heart of large cities.

They last two, three, four, five, and six weeks. Courses are given in all branches of study. There are schools devoted to music, painting, oratory, physical culture, languages, literature, science, law, medicine, philosophy, and the theory and art of teaching, while the larger part of them carry on work in more than one department.

The charge of superficiality has been brought against the work of the summer schools. With the better class of schools this is no longer true, for, whether they are held on college grounds or at summer resorts, they are in charge of scholarly educators, usually professors from the leading colleges and universities, and are being influenced by the spirit and methods of university work. The tendency is toward specialization and greater thoroughness. Lectures and laboratory work are usually combined. Students are encouraged to devote their time to one subject, and some of the schools are largely devoted to scientific research.

Various classes of persons are glad of the opportunity to attend the summer schools:

Those who have been members of reading circles or have attended university extension lectures, those who are studying in normal schools, those preparing for college, college students making up back work, others who are doing advance work, college graduates who are continuing some particular line of study and school superintendents. But by far the larger proportion are teachers.

Teachers have found that it is not necessary to spend the whole of the long vacation in idleness. That devoting a few weeks of the summer to study does not interfere with rest and recuperation. But, on the other hand, that the enthusiasm aroused by the work adds new life, and increases ten-fold the recreation of the summer. This work is in no sense a continuation of the regular year's work, but offers a complete change. Here all drudgery is given up. Whatever is undertaken is done because of interest, and interest banishes fatigue. Summer work often lessens the fatigue of the rest of the year. The deeper insight into the subjects taught, and the enthusiasm gained from contact with

other minds, puts a new light upon the daily work, and changes it from a task to a pleasure.

It is difficult to measure the effect of this work upon the schools and colleges. A few whose enthusiasm is aroused are able to continue their studies through the college. Many more who are unable to do this go back to their work determined to fill their pupils with such a love for their studies as will send them on through the higher courses.

The increased interest and efficiency of the few teachers who have already availed themselves of these opportunities show what might be done by others, and this adds another impetus to the already strong demand for better teachers.

Superintendents, parents, and people in general are calling for better work in the school-room. At the same time the importance of the teachers' work is being recognized more and more. The teaching profession is rapidly coming to a front rank among the leading professions. It is more and more ceasing to be regarded merely as a means for making a living, and is coming to be looked upon as a position of trust and responsibility.

Those who have any desire to share in this forward movement have a splendid opportunity in the summer schools. They will send at once for the circulars of the various schools, and will plan to spend part of their vacation at one of these educational centers. Nor need their plans be limited to one year. In successive summers it will be possible to study at different schools. In this way to come in contact with many able instructors, and learn the spirit and methods of different educational institutions.

School of Pedagogy, New York University.

Summer Schools.

MASSACHUSETTS.—Martha's Vineyard Summer School at Cottage City, Mass. Beginning July 8 continuing five weeks. Dr. W. A. Mowry, Hyde Park, Mass., President.

Harvard University Summer School, beginning July 5. Address M. Chamberlain, Harvard University, Cambridge, Mass., Clerk of committee.

The Sauveur College of Languages and the Amherst Summer School at Amherst College, Amherst, Mass. Begins July 1, continuing six weeks. L. Sauveur, Ph.D., LL.D., Pres't, W. L. Montague, M.A., Ph.D., Director and Manager.

ILLINOIS.—Cook County Normal Summer School, Chicago (Englewood) Ill. Three weeks, July 15-Aug. 3. Wilber S. Jackman, manager, 6916 Perry avenue, Chicago.

NEW YORK.—The Mid-Summer School at Owego, N. Y., July 15-Aug. 2. Address Geo. R. Winslow, Binghamton, N. Y.

University of the City of New York. Summer courses will be given in a new building of the undergraduate college at University Heights, New York City, beginning July 9-Aug. 17. (Mathematics, physics, chemistry, biology, experimental psychology, theory and practice of teaching.) Henry M. McCracken, LL.D., Chancellor, L. J. Tompkins, Registrar.

The National Summer School at Glens Falls, N. Y. Three weeks. Beginning Tuesday, July 16, 1895. Sherman Williams, Manager.

Cornell University Summer School, at Ithaca, N. Y. July 8—August 16. Professor Charles E. Bennett, Cornell University, Chairman of Executive Committee.

MICHIGAN.—University of Michigan Summer School. July 8-Aug. 16. Address James H. Wade, Sec'y of University of Michigan, Ann Arbor.

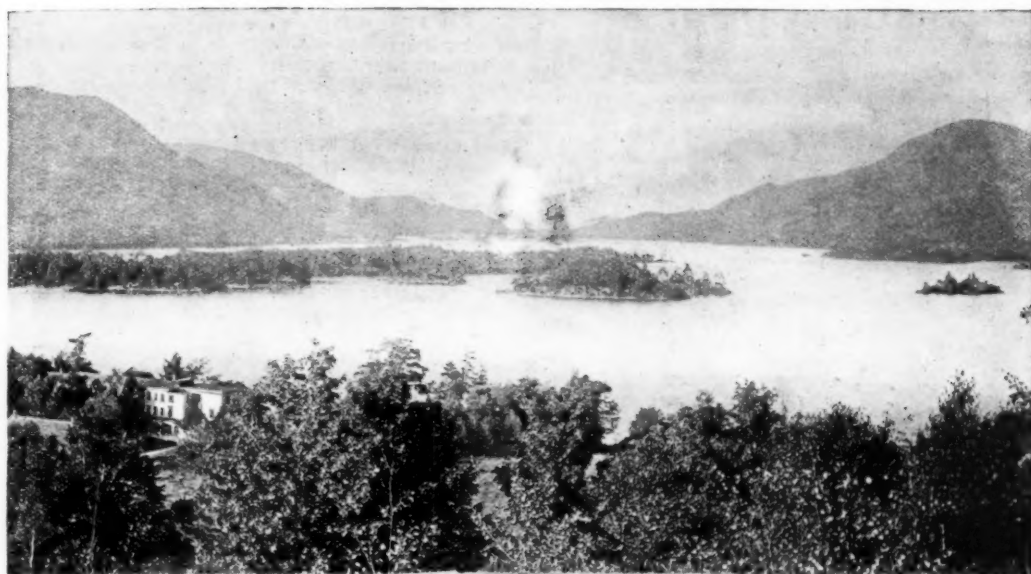
CONNECTICUT.—Connecticut Summer School for Teachers at Norwich July 8-26. Address Chas. D. Hine, Hartford, Sec'y.

IOWA.—Des Moines Summer School of Methods, July 9-Aug. 2. W. A. Crustinberry, manager. Drake University, Des Moines, Iowa.

Summer Latin School, Drake University. Nine weeks devoted exclusively to Latin. June 24-Aug. 23. C. O. Denny, Drake University, Des Moines, Iowa.

OHIO.—Summer School of Western Reserve University at Cleveland July 1-27. Address Prof. H. E. Bourne, Station B, Cleveland, Ohio.

Wisconsin County Summer Schools, at De Pere, Ahnapee, Chippewa Falls, Arcadia, Merrill, Ellsworth, Appleton.



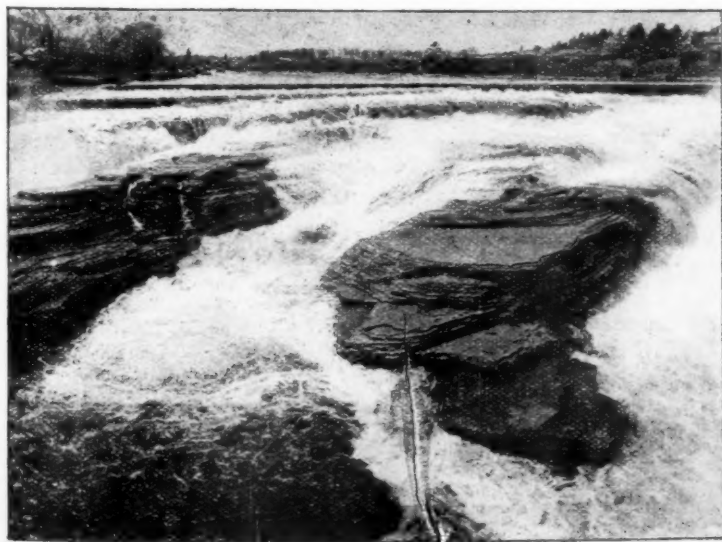
LAKE GEORGE.

National Summer School at Glens Falls, N. Y.

No ambitious teacher can afford to let the long summer vacation pass without getting fresh inspiration from some source. No weary teacher can afford to let it pass without getting rest and gaining strength for the coming year's work. Many thousand teachers will attend some school this summer. We ask all these classes to consider what the National Summer School and Glens Falls has to offer them.

LOCATION.

Glens Falls is a village of 12,000 inhabitants, situated at the foot hills of the Adirondacks. The water is excellent, the sewerage perfect, and the air delightful. There is no malaria, there are no mosquitoes. Electric cars connect Glens Falls with the neighboring villages of Sandy Hill and Ft. Edward. There is a plank road to Lake George affording a fine ride for bicyclers. Various other roads are fine for riding. There is a fine Y. M. C. A. building with gymnasium and bath-rooms and a public library of 7,000 volumes. Saratoga and Lake George of world-wide fame are within less than an hour's ride. The whole section is rich in historic associations. It was "a dark and bloody ground" during the French wars and the Revolution.



FALLS OF THE HUDSON, AT GLENS FALLS.

INSTRUCTORS.

The instructors are the best to be had—men and women of national reputation. Dr. E. E. White, Miss Sarah Arnold, Supt. George I. Aldrich, Supervisor R. C. Metcalf, Prof. Henry L. Southwick, and Prof. Austin C. Apgar are alone enough to make the reputation of any school. Beside these there are nearly a score of others hardly less noted.

THE WORK.

At this school one may work hard all day or be busy only a single period. One may work much, or little, or none at all, as one chooses. Those who feel the need of the work can be busy every hour of the day. Those who feel the need of rest and recreation can have that. Every day excursions will be made to local points of interest, and almost every day to such points as Saratoga, Mt. McGregor, Lake George, Bloody Pond, Jane McRea's grave, Schuylerville monument, Luzerne, etc.

RECREATION.

Aside from the excursions mentioned there are receptions, concerts, state and section meetings, and numerous gatherings large and small. The excursion of the season is the trip through Lake George. At the close of the session excursions are made to Au Sable chasm, Montreal, and Quebec. These excursions are made at a low rate and guides are furnished without extra charge.

EXPENSES.

Tuition is lower at this school than at any other similar school in the North, as is also board. Reduced rates are to be had on many railroads. Those who attend the Christian Endeavor meeting in Boston can get reduced rates from all points and that meeting will be over in time to be present at our school at its opening. Students can come by the way of New York and the Hudson river.

Aside from the general work of the school special attention will be given to the needs of primary teachers, kindergartners, principals, normal school instructors, and teachers of drawing, elocution, vocal music, and science.

Reduced rates to clubs. Club rate circular sent on application. Large circular of 64 pages giving all information in regard to the school sent free to all applicants. Address Sherman Williams, manager, Glens Falls, N. Y.

Excellent board in private families or in hotels is furnished the members of the summer school at very low rates. These boarding places are all situated on wide streets, well shaded, clean and attractive.

CHAUTAUQUA.

Founded in 1874 by Mr. Lewis Miller and Bishop John H. Vincent and developed naturally in response to the complex needs of American life, Chautauqua has become a permanent institution. The influence of the great home reading circle, organized in 1878,



is too well known to need description. It is with the beautiful summer town on the shores of Lake Chautauqua in Southwestern New York that this article will deal.

The streets and avenues of this sylvan city wind gracefully in and out among the trees, or stretch like leafy tunnels through the forest. More than five hundred dwellings, ranging from tiny chalets to large, handsome villas, are scattered in orderly arrangement through the groves, about the parks, and by the lakeside, while nearly thirty buildings, large halls, recitation and lecture rooms, laboratories, a museum, a gymnasium, club houses, etc., meet the needs of citizens.

The supply of water, abundant and pure, is pumped from a point far out in the spring fed lake to a reservoir among the hills back of the town. A complete system of sewers with chemical disposal works insures perfect sanitation.

Chautauqua is a city in which municipal functions are carried beyond the usual point to include: (1) *a general schedule* (June 29-Aug. 26) of lectures, concerts, dramatic readings, and light entertainments, clubs and classes, free to all citizens alike, upon whom a slight tax is levied at the town gates, and (2) *a system of lecture and class-room instruction* (July 6-Aug. 16) in the arts, sciences, pedagogy, music, expression and physical development, for which in most cases only the lowest fees are charged.

The Collegiate Department, as the system of class-teaching is called, is under the personal supervision of President William R. Harper, of the University of Chicago, and includes:

The School of Arts and Sciences comprises thirteen departments: English Language, Rhetoric, Literature, German, French, Latin, Greek, Mathematics, Physics, Chemistry, Biology, Philosophy, History, Sociology, and Art History. The specialized department for 1895—for each year one department is emphasized—will be that of English language and literature in which ten courses will be offered by Prof. A. S. Cook, of Yale university, Prof. C. T. Winchester, of Wesleyan university, Middletown, Conn., Prof. L. A. Sherman, the University of Nebraska, and Dr. E. H. Lewis, the University of Chicago. When one reflects that for five dollars, a student may attend any or all of these English courses for six weeks (July 6-Aug. 16) he gains some idea of what Chautauqua offers. The other departments of this school are all manned by teachers from leading universities and colleges among whom may be mentioned Prof. B. P. Bowne, Boston University, Prof. E. R. L. Gould, Johns Hopkins, Prof. W. H. Mace, Syracuse University, and Pres. W. E. Waters, Wells College.

The School of Pedagogy.—To those teachers who welcome the long summer vacation as a time for professional advancement as well as for the pure rest, the Chautauqua School of Pedagogy presents an attractive offering. With seven departments, ten independent courses and a staff of fourteen teachers the work of this school is broad enough to meet teachers of varying tastes at the point of their individual needs. One may enrich these pedagogical studies by turning to the School of Arts and Sciences, on the one hand, and the General Program on the other.

But the current of Chautauqua life is deep as well as broad. The dissipation and mental indigestion that a rich bill of fare often occasions, are avoided by the simple plan of offering and requiring intensive work in each department. Each of the ten courses involves enough laboratory or field work, or private study to fill the time of students electing it. Those who wish to add to their studies in botany, geology and geography, a course in form, drawing, and color, or in psychology, English and the like, are invited to come another year. Chautauqua is in no danger of blowing away (though it has fresh breezes), and the Chautauqua Teacher's Certificate awaits those who complete the three years' course. The only exception to the rule of specialization is the case of supervisors and principals, to whom the freedom of the departments is given for a single fee, and in the case of those teachers who wish to take a more general view before concentrating upon one department—for whom an attractive course has been planned, with due regard for the laws of mental digestion.

English is for the coming season the central subject in the School of Arts and Sciences, and accordingly the methods of teaching the mother tongue both in Elementary and High School, are given due prominence in the School of Pedagogy.

A glance at the daily program will serve to give to one who is planning a first visit to "the city in the woods" an outline sketch of Chautauqua life. After an interesting and inspiring chapel service in which the students of all the schools unite, the work of the day begins with a half hour talk on present day problems in pedagogy. Then follow the lectures and class room work in English, psychology and methods, and the laboratory and field work in various subjects. Both morning and afternoon there are classes in light school gymnastics (the recreative side being made prominent), and the course in the principles and practice of reading aloud is placed at an hour when all may elect it.

The Schools of Sacred Literature offer courses in the English Bible and in Hebrew and Greek by Prof. William R. Harper, the University of Chicago, Prof. Frank K. Sanders, Yale university, and several other well-known specialists. The study of the Scriptures, not only as inspired writings but as literature, is of the greatest value to teachers, especially in connection with such a course of lectures as Pres. G. Stanley Hall is to give on "The Pedagogical Principles in the Old and New Testaments."

The School of Music, of which Dr. H. R. Palmer, of New York is dean, provides a general course in musical theory, and includes special private classes under the charge of Mr. William H. Sherwood, Mr. J. Harry Wheeler, Mr. Bernard Listemann, Mr. L. V. Flagler, Mr. L. S. Leason, and others. Methods of teaching music in the public schools will receive large attention.

The School of Expression, under the charge of Mr. S. H. Clark, of the University of Chicago, and Mrs. Emily M. Bishop, author of "Americanized Delsarte" and lecturer at Pratt and Drexel institutes, stands for "The New Elocution," for the symmetrical development of all the factors, intellectual, emotional, and physical, which cooperate to produce true and adequate expression. Stress is laid upon literary analysis as the basis of all genuine elocution. The curriculum is free from mysticism and absurdity.

The School of Physical Education, of which Dr. W. G. Anderson, of the Yale University Gymnasium, is dean, stands in the first rank of such institutions. The teachers are men and women who have been carefully trained in the various systems of physical culture from which the best elements have been taken and combined into a rational course of instruction. A well-equipped gymnasium and admirable field and water opportunities are at the service of students in this school. Dr. Anderson and one of his assistants give instruction also in the *School of Pedagogy*. The school of physical education has sent out many graduates from its normal courses who have obtained important positions in school and college gymnasiums, and as teachers in the public schools.

In addition to these regularly organized schools there are several detached classes, in which thoroughly competent teachers give instruction in drawing, painting and decoration, domestic economy and cookery, short-hand, and typewriting, penmanship and business forms.



A COLLEGE LECTURE IN THE GROVE.

The Assembly Department includes many elements which compose a delightful environment for the summer student. When study hours are over—spent in the quiet college library, on the broad verandas which command a fine stretch of Chautauqua lake, or under the leafy shades of "the Academia" a beautiful isolated grove—then it is that the Chautauqua student consults the daily schedule, posted throughout the town, to see what distinguished lecturer is to speak, or what music is to be rendered. Perhaps there may be a baseball match, or a regatta on the lake, or a tennis tournament; and if it be evening there is sure to be either a brilliant stereopticon lecture, or readings by some well-known elocutionist, or perhaps an old-time "spelling-match" in the great amphitheater. Again, an illumination or a concert on the water may be upon the program. The life is intensely interesting. As an enthusiastic visitor recently said, "There was not a dull day all summer." The social organization has grown nat-



A GROUP OF CHAUTAUQUE PHOTOGRAPHS.

urally; it is not a merely artificial system. Every member of the community takes some special and congenial part. The very little people gather in the kindergarten; the boys have their department, the girls their club; the young men debate in a mock Congress; all these young people are engaged in out-door sport and exercise. The women have their daily meeting; and the French and German students fraternize in their respective *Cercle Gesellschaft*.

At Chautauque gossip, the bane of summer resorts, is at the minimum. People who are in daily contact with stimulating ideas have other subjects for conversation than petty personal details.

The schedule for 1895 includes a series of university extension lectures by such men as Principal A. M. Fairbairn, of Mansfield college, Oxford, the great philosophical thinker and writer, who will give eight lectures on "Thought in the Nineteenth Century;" Dr. Edward E. Hale and Mr. John Fiske, each of whom will lecture on a phase of American history; Pres. G. Stanley Hall and Pres. W. L. Hervey will give courses on pedagogical subjects; Prof. E. R. L. Gould, of Johns Hopkins University, will discuss "Municipal Reform in the United States;" Prof. Jeremiah W. Jenks will speak on "Practical Politics;" Prof. C. T. Winchester will lecture on "English Literature;" Prof. W. H. Mace will compare "The American and British Constitutions," but space is lacking to give the list in full.

Then there are to be lectures and single addresses by many others, among whom may be mentioned Dr. Alexander B. Bruce, the distinguished Glasgow divine, Senator John B. Gordon, of Georgia, Chancellor H. M. McCracken, Dr. Josiah Strong, Dr. J. M. Buckley, Dr. Wayland Hloyt, Prof. Maurice Egan, Dr. John Henry Barrows, Pres. William R. Harper, Prof. Francis G. Pea-

body, Dr. George Dana Boardman, Dr. Austin Abbott, *et al.*

There are to be readings by Mr. Will Carleton, Prof. Charles Roberts, Jr., Prof. A. H. Merrill, Miss Minnie Marshall, Mr. Polk Miller, and Mr. S. H. Clark.

The public music under the direction of Dr. H. R. Palmer will include piano and organ recitals, illustrated musical lectures, and grand concerts in which an orchestra, the great chorus, quartets, and soloists will take part. There will be besides daily open-air band concerts at twilight when the citizens promenade under the trees by the water side, as do the folk of Seville along the Guadalquivir, or float in their boats like Venetians on the Grand Canal.

The reader will naturally ask, What does it cost to become a citizen of Chautauque, and how may detailed information be secured? Chautauque, for what it offers, has over and over again been pronounced the cheapest resort on the continent. Five dollars pays the citizen tax for the season, *i. e.*, includes all the exercises of the Assembly Department. Another five dollars pays for six weeks' instruction in the School of Arts and Sciences; five or six dollars pays for a course in the School of Pedagogy, but further details are all given in circulars which will be sent on application to *W. A. Duncan, Secretary, Syracuse, N. Y.* As to cost of living there is an abundance of guest cottages in which board and room may be secured at from \$4.50 to \$10 or \$12 per week. The average price is about \$5 or \$6. There are plans of coöperative housekeeping by which a company of teachers can live comfortably at from \$2.50 to \$3 each per week. *The Hotel Atheneum* is a first-class, modern summer hotel, offering every convenience and an excellent table. Prices, \$14 to \$25 per week, with special rates to parties and families. Do not fail to have the experience of a summer in this unique and interesting community.

The Mid-Summer School.

Owego, New York, July 15 to August 2, 1895.



THE FIFTH ANNUAL SESSION of this summer school will be held as stated above. The object of this school is to prepare teachers for better work in the school-room; to help those who need to pass the examinations; to inspire all to study more, especially along pedagogical lines, that the children whose teachers we are may be better fitted for life's work.

The best instructors to be obtained are engaged as teachers, as will be seen from the following list: Daniel Upton, supervisor of drawing in the schools of Buffalo instructs our teachers in this subject. His accurate training in this subject at Cornell university, where he graduated in mechanical engineering, coupled with his masterly way of presenting the subject, makes it important that teachers should not lose this opportunity of taking three weeks' faithful work under his instruction. There will be six classes each day to meet all needs.

The music is, as for the last two sessions, under the charge of Mr. E. W. Newton of New York city. He will spare no pains to make the course in music the best presented in any school. He is ably assisted by Miss Minnie M. Alger, teacher of music in the Cortland Normal school.

She has had special training for just such work. Each year more schools are demanding preparation in music from their teachers. Each year we have had many special teachers who came for aid and inspiration. Last year about one hundred regular teachers were in the music class.

We have classes for all grades from the primary to chorus work.

Physical culture is taught by Mrs. S. C. Fowler, of New York city. She has had a thorough preparation for a period of six years under such able and noted instructors as Mrs. T. J. Preece, of Minneapolis, and Genevieve Stebbins, of New York. She is also a graduate of the New York school of expression. She has taught the system in Binghamton, Ithaca, Auburn, Rome and for the last year in New York. It would be difficult to find an abler instructor in this subject. No change of costume is necessary for the work and no apparatus being used the exercises can be taken at any hour of the day without loss of time to teacher or pupil. We have a large room furnished with a piano for this class, and it is a beautiful and inspiring sight to see the large number, who take these exercises, at work. How many worn out and nervous teachers might still be possessors of health and energy had they but learned the economy of force.

While this is a school where teachers prepare their lessons and recite as in a high school, normal school or college, yet we do not neglect the subject of methods of doing work. This is ably presented by Miss Grace B. Latimer, of the Oneonta normal school. Many teachers pass the uniform and state examinations in other subjects, but get low marks or fail utterly in methods. She will speak for five periods upon Preparation for Examination in Methods; two periods upon Number; two upon Herbartian Pedagogics, and one on the Teaching of Science in primary schools. We are also fortunate in having with us Mr. Milton Bradley, of Springfield, Mass., known to every teacher by his good work in advancing kindergarten ideas and for his productions in Color Work. You cannot afford to miss his instruction.

So large a number of teachers study Kindergarten that it becomes necessary to have two instructors in this important branch of education. The directors are fortunate in securing Miss M. L. Madden, of Rochester, assisted by Miss Julia I. Scribner, of the same city. Roch-

ester schools are at the front in kindergarten work and these ladies are thoroughly prepared and skilful in presenting the work. It is needless to give an outline of their work as it can be obtained from the announcements spoken of below. Kindergarten work has a strong foothold in New York state, and it is best for all teachers to become acquainted with the work. Now is the time to prepare and thus be ready to meet any call that may come to you. Teachers in rural districts can do far better work by introducing some kindergarten plays, songs, and work.

Nearly all the 223 student teachers of 1894 can testify to the skilful teaching of Mr. W. D. Johnson, principal of Cooperstown Union school, in his work in chemistry, physics, botany, and physiology. They will all be delighted to learn that he is to be at this school this summer. To those who have not been in attendance at the Mid-summer School we can say that if you wish to review the above subjects under a man who has no superior and few equals, you have the opportunity now.

There is no keener, more earnest, more painstaking teacher.

One of the best Latin and History teachers of New York state is Prin. H. P. Gallinger, of Oxford academy, who teaches those subjects in the Mid-summer School. He secured the highest prizes in Amherst college for his superior Latin work, and political science.

Prin. E. E. Smith, one of the directors, will, as for the last two years, teach history, geology, astronomy and current topics. He is a graduate of Franklin Literary institute and of Amherst college. His extended experience as principal of the Academy at Union, N. Y., added to the above preparation makes him a strong teacher.

Prin. E. G. Lantman, principal of Pine street school, Binghamton, teaches bookkeeping and penmanship as last year. He is a skilful bookkeeper, using a system of his own.

Miss Anna J. Stone, of school No. 3, Miss Mary E. Hunt, of School No. 11, Binghamton, and Mrs. J. M. Hastings, of the Owego Free academy, will teach geography, language, and mathematics. They are all skilful and specially prepared for this work.

The directors put forth every effort to make the three weeks' stay in Owego pleasurable as well as profitable. Two probable excursions are planned for those who wish to go. One to Cornell university for July 20; the other to Watkins Glen, July 27. The Susquehanna at Owego is a broad, quiet river up which one can go on a small steamer for three and one-half miles around Hiawatha island. This is a delightful trip for the early evening. From a near hill overlooking the village, with a height of two hundred feet, one can get a view both up and down the river for ten miles. Owego is on the D. L. & W., N.Y., L.E. & W., and Lehigh Valley railroads, and has 40 passenger trains daily. The people of Owego do all in their power to welcome and care for the teachers. It is a village noted for its large houses, large, well kept lawns, and for its hospitality. The best homes take our teachers to board and lodge for \$9 for the full term. The board at hotels is from \$4 to \$6 per week. The rates of tuition for full term are from \$4.50 to \$8. The 56-page announcements are ready. Send to

Geo. R. Winslow,
Binghamton, N. Y.

Directors:

Geo. R. Winslow, Binghamton.
H. T. Morrow, Elmira.
E. G. Lantman, Binghamton.
E. E. Smith, Union.

The H. E. Holt

(LEXINGTON, MASS.)

Normal Institute of Vocal Harmony.

This school stands *now, as formerly* for the application of sound pedagogical principles to the teaching of vocal music. The twelfth session of this institution marks a new era in its history, as well as in that of the subject to be taught.

The school starts anew, in its noble work for the cause of music, with a perfected system of teaching which is the result of twenty-five years' careful study of the subject in the school-room. The school was established for the express purpose of training special teachers for the public school work; the principles upon which the founder of this institution has evolved an original system of teaching are educational in the broadest and best sense.

This school stands in the same relation to education in music, as all good normal schools do to other branches of study, and is the only summer music school where true educational principles are strictly adhered to and applied. This is evident from the success of its graduates and pupils, who are filling a greater number of important positions in normal schools, and public schools of cities and towns in the United States, than all other like schools combined.

On account of the increased attendance at the school more commodious accommodations have become necessary, so the twelfth session will be held at Tufts college, Mass., a charming location, four and one-half miles from Boston, on the Southern division of the Boston and Maine R. R. The grounds of the college are about one hundred acres in extent. Its buildings are grouped upon and about a hill from which one has an imposing view in all directions of the cities and towns, and wooded heights round about.

The situation of the college is an ideal one for summer educa-

Summer Courses at N. Y. University.

JULY 9 TO AUGUST 16.

The present year has been an eventful one in the history of New York university. During that time the undergraduate department has been moved from the old site at Washington square to a new campus ten miles away, in the northern part of the city. The university building at Washington square has been torn down and another, ten stories high, erected in its place. The law school and school of pedagogy will carry on their work in this new building. The medical school alone remains undisturbed in its commodious quarters opposite Bellevue hospital. In the midst of these great changes the work in all departments has gone on without interruption. New courses have been added to the curriculum and others have been strengthened. The number of students has been larger than last year; upwards of one thousand being enrolled.

With this removal to the new grounds came the first opportunity for summer work. These grounds cover twenty acres and are located in the most beautiful suburban part of New York city, University Heights, as the locality is now called, is on the eastern side of the Harlem river near its northern end, one mile above Washington bridge, and four miles from the northern boundary of the city. It is on the New York and Northern railway and also on the main line of the New York Central. The campus is situated on a high ridge overlooking the Harlem river and the Palisades of the Hudson to the west and Long Island sound to the east. This whole section of the city is rural in character and completely removed from the noise, dirt, and heat of the lower city. Beautiful walks and drives are found in every direction. Bronx River park, Woodlawn cemetery, and Vancortlandt park are not far distant, while electric launches and row boats are found on the Harlem. The campus itself is beautifully laid

out and contains a large athletic field and a number of tennis courts. Seven buildings are already in use by the college and several dwelling houses are occupied by the fraternities.

It was evident at once that such a site offered a rare opportunity for a summer school, combining as it did the attractions of a beautiful rural locality with its many points of historic interest, the advantages of a well established educational plant with its laboratories and lecture rooms and the immense educational influences of the great city with its libraries, collections and museums. Recognizing these facts the council decided to make still another innovation this year and has thrown open the entire plant at University Heights, including laboratories, lecture rooms, gymnasium, and dormitories for summer work.

Courses will be given this summer extending from July 9 to August 16. The work will be confined to five departments. In mathematics courses are offered in algebra, trigonometry, and analytic geometry. Courses in higher mathematics will be given if there

is a sufficient demand. In chemistry courses are offered in organic and inorganic chemistry, quantitative and qualitative analysis. In biology, elementary zoology, advanced zoology, and vertebrate anatomy are offered. Lecture courses and laboratory courses are offered in physics and experimental psychology, and a lecture course and advanced reading course are offered in the theory and practice of teaching.

All these courses are given by professors in the university, and the work will be, so far as possible, equivalent to that of the corresponding courses in the regular work of the university. The faculty have already voted to give credit to students in the different departments of the university, for work done in the summer school.

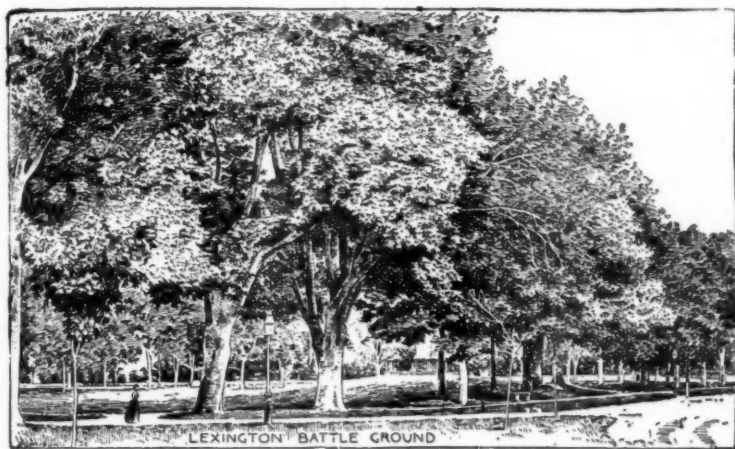
The work will, in the main, be confined to five days in the week, leaving Saturdays free for visiting the various points of interest in and about the city. For those who come to New York for the first time, a series of excursions has been indicated for these days. The gymnasium will be open and in charge of the director. Those who wish to build up their system with regular exercises will have the opportunity.

The tuition fee for the entire session is \$25.00 whether one or several courses be taken. In the laboratory courses there will be a laboratory fee of \$5.00.

Room and board can be obtained in the neighborhood at reasonable rates. The rooms at the disposal of the committee will be assigned in order of application.

The laboratory courses will be limited to the number that can be accommodated in the laboratories.

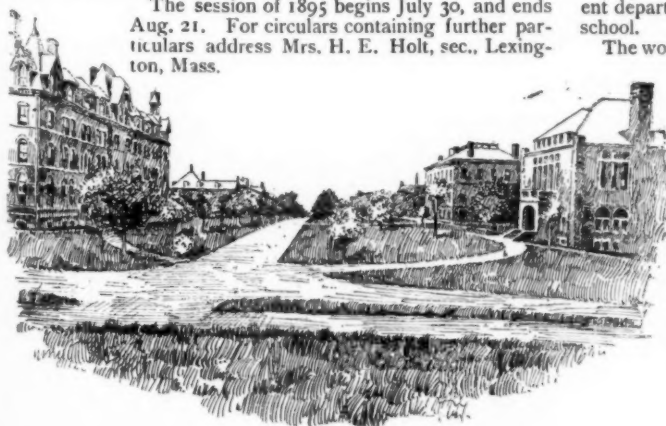
Circulars and information will be furnished by Chas. B. Bliss, University Heights, New York city.



tional work. It is within easy reach of the great educational centers, Boston and Cambridge, and yet, it is in the midst of a landscape where suggestions of country life are many and prominent. The historical associations of the places near at hand—Lexington, Concord, Bunker Hill—are of great interest and importance.

College Hill, is, in itself, a delightful place for a summer residence. The college grounds are finely laid out. Walks are pleasant, shade trees plentiful, and cooling breezes never absent. The railroad station is named *College Hill*, the post-office address is *Tufts college, Mass.*

The session of 1895 begins July 30, and ends Aug. 21. For circulars containing further particulars address Mrs. H. E. Holt, sec., Lexington, Mass.





ARRANGE TO
SPEND YOUR VACATION

— AT —

Chautauqua
BY
THE SEA.

Second Season of the Long Island Chautauqua at

POINT O' WOODS,

Five Miles from Shore, between Great South Bay and the Ocean. Less than Three Hours from New York City.

JULY 4 to SEPT. 2, 1895.

You can attend the Teachers' Retreat, Summer Schools, Popular Lectures and Entertainments, Concerts, etc., or not, just as you choose.

Surf and Still Water Bathing, Rowing, Sailing and Fishing.

It is like a sea voyage without its discomforts.

Temperature, July 29, 1894:

New York City, 99° to 104°.

Point o' Woods, 74°.

POPULAR PRICES.

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Rev. A. E. COLTON, Patchogue, N. Y.

SCHOOL OF LANGUAGES,

— AT —

POINT O' WOODS,

Under the direction of

Prof. CHAS. F. KROEH,

Author of "How to Think in French," etc.

Bay View, Michigan.

A GREAT SUMMER SCHOOL. FAVORED BY SITUATION.
WHERE A TRUE UNIVERSITY SPIRIT PREVAILS.

So much has been written about Bay View that little can be said that the public does not already know. Still something will be expected in this special edition of THE SCHOOL JOURNAL about the second largest summer school in the country. The founders of Bay View could not have selected more wisely. The delightfully cool and invigorating climate of this great northern lake watering place offers superior advantages for summer rest, recreation, and study. Besides, the palatial lake steamers there from Cleveland, Detroit, Chicago, and Duluth make the trip one of the pleasantest imaginable for a holiday. Or, one can take quick trains without change, leaving Detroit, Cincinnati, Indianapolis, St. Louis, and Chicago, entering the Bay View grounds, at once the most beautiful and interesting in all the world. During the past few years the place has become immensely popular with teachers and prominent families in the South, East, and West. It is in great favor with young people, who count it an event of a life time to spend a summer at Bay View.

But its fame is chiefly known through its summer school and



PRESIDENT JOHN M. COULTER.

assembly, which are in session from about July 10 to August 15, every year. Bay View is particularly an institution of advance grade and in all the work the true university spirit prevails. The widely known author and educator, Mrs. Helen Campbell, of Wisconsin university, visited several leading summer schools last summer, and later gave her report in the *State Journal*, published at Madison.

"As to the work of the many schools," she wrote, "nothing more admirable is being done anywhere, and in some points I am inclined to think Bay View leads. The natural method prevails and all is stamped with the executive seal of the highest." President John M. Coulter, of Lake Forest university, is at the head of this summer school, and is ably supported by a select faculty of 45 instructors drawn from leading institutions of learning. There are six thoroughly organized and equipped schools—colleges, school of methods, schools in oratory, art, music, physical culture, and the Bible school. Last year the attendance was nearly 800. The scientific departments are here richly equipped for practical work and in languages and literature the advantages are superior. Dr. Richard G. Boone, of the Michigan State normal school is at the head of the school of methods, and associated are such conspicuous instructors as Miss Mathilda E. Coffin, in primary work, Miss Ida E. Boyd, in drawing, Miss Louise Miller, in elementary science, Mrs. Emma A. Thomas, in school music, Mrs. Lucretia Willard Treat, in kindergarten training, Mr. C. H. Dils, in sloyd—all instructors of rank. Quite as much might be said of the other schools. Bay View is emphatically imbued with a modern spirit, and has any number of unique and valued features which cannot be told in short space.

The assembly furnishes the popular side of Bay View life, for there, daily, all summer one meets and hears the celebrities in music, learning, and eloquence.

Early announcements for the coming season will soon be ready, and can always be had by addressing J. M. Hall, Flint, Mich. Ask for the *Bay View Magazine*, which tells all about the place and how to get there.

Martha's Vineyard SUMMER INSTITUTE.

THE LARGEST AND THE BEST—THE OLDEST AND THE BROADEST.

EIGHTEENTH ANNUAL SESSION.

BEGINNING JULY 8, 1895.

SCHOOL OF METHODS: ACADEMIC DEPARTMENTS: EMERSON COLLEGE OF ORATORY:
Four Weeks. Twenty-eight Instructors. Five Weeks. Fifteen Instructors. Four Weeks. Faculty of Emerson College.

ATTENDANCE FOR 1894 WAS OVER 700 FROM 35 STATES AND TERRITORIES, making this by far the LARGEST SUMMER SCHOOL IN THE UNITED STATES.

SCHOOL OF METHODS.

ELEMENTARY COURSE.

Arithmetic and Advanced Reading. GEO. I. ALDRICH, A.M., Supt. of Schools, Newton, Mass.
Civil Government. W. A. MOWRY, Ph.D., Hyde Park, Mass.
Drawing. HENRY T. BAILEY, State Supervisor of Drawing, No. Scituate, Mass.
Geography and Physiology. FRANK F. MURDOCK, Bridgewater (Mass.) Normal School.
History of the United States. CLARENCE E. McLENEY, A.M., Teachers College, New York City.
Kindergarten. Miss CLARA W. MINGINS, Supervisor of Kindergartens, Newton, Mass.
Language, Literature, and Grammar. ROBT. C. METCALF, A.M., Supervisor of Schools, Boston.
Music, Vocal. FRIEDRICH ZUCHTHANS, Principal of the Springfield Conservatory of Music.
Nature study and Elementary Science. A. C. BOYDEN, A.M., Bridgewater (Mass.) Normal School, and Miss S. E. BRASSILL, Supervisor of Science, Quincy and Cambridge Mass.
Penmanship. Miss ANNA E. HILL, Supervisor of Penmanship, Springfield, Mass.
Primary Methods in Language, Reading, Number and Busy Work. Miss MATHILDE E. COFFIN, Supervisor of Primary Schools, Detroit, Mich.

HIGH SCHOOL COURSE.

Botany. EDWARD S. BURGESS, A.M., City High School, Washington, D. C.
Chemistry. A. C. LONGDEN, A.M., Westfield, (Mass.) Normal School.
Civil Government. W. A. MOWRY, Ph.D., Hyde Park, Mass.
Drawing. HENRY T. BAILEY, No. Scituate, Mass.
English Literature. DANIEL DORCHESTER, Jr.,

Ph.D., Boston University.
French. WILLIAM B. SNOW, A.B., English High School, Boston.
German. MARSHALL L. PERRIS, Ph.D., Boston University.
General History. C. E. MELENEY, A.M., Teachers College, New York City.
Geography, Physical and Scientific. FRANK F. MURDOCK, Bridgewater (Mass.) Normal School.
Latin. FRANK W. SMITH, A.M., WESTFIELD (Mass.) Normal School.
Mathematics. J. W. McDONALD, A.M., Agent Mass. Board of Education, Stoneham.
Physics. A. C. LONGDEN, A.M., Westfield (Mass.) Normal School.
Rhetoric and Advanced English. J. C. GREENOUGH, A.M., Principal Westfield (Mass.) Normal School.
Science.—Mineralogy, Geology and Zoology. A. C. BOYDEN, A.M., Bridgewater (Mass.) Normal School.

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School Management. A. W. EDSON, A.M., Agent Mass. Board of Education, Worcester.
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Elocution and Oratory. The Faculty of Emerson College of Oratory, Boston.
English Literature. DANIEL DORCHESTER, Jr., Ph.D., Boston University.
French. WILLIAM B. SNOW, A.B., English High School, Boston.
German and Anglo-Saxon. MARSHALL L. PERRIS, Ph.D., Boston University.
History and Civil Government. W. A. MOWRY, Ph.D., Author of "Elements of Civil Government," Hyde Park, Mass.
Latin and Greek. CARLTON B. STETSON, A.M., Colby University.
Mathematics. J. W. McDONALD, A.M., Agent Mass. Board of Education, Stoneham.
Microscopy. Rev. JOHN D. KING, Ph.D., Cottage City, Mass. and L. M. FELCH, Ricker Classical Institute, Houston, Me.
Music, Instrumental and Vocal. GEORGE H. HOWARD, A.M., Boston Training School of Music.
Painting. Miss ANELLA M. WATSON, East Windsor Hill, Conn.
Physical Culture. Mr. LOUIS COLLIS, Boston Normal School of Gymnastics.
Physics and Chemistry. A. C. LONGDEN, A.M., Westfield (Mass.) Normal School.
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G. R. TURNBULL, Director.

Pres. W. F. SLOCUM, Chairman Exec. Com.

P. K. PATTISON, Financial Secretary.

Colorado Springs, Colo., March 5, 1895.

The high personnel of the Faculty and the scope of the work attempted at The Colorado Summer School, may be judged from the statement here made.

The departments are Mathematics, including arithmetic and advanced subjects; English including grammar and general literature; Geography; History; Science; especially geology and botany; Pedagogy, Psychology and Philosophy, Kindergarten, Physical Culture, Music, Art, Penmanship, and Book-keeping, Modern and Ancient Languages, Sociology and Political Science. At the head of these departments in former years have been placed such as these: Dr. E. B. Andrews, President of Brown University and a delegate to the recent International Monetary Congress at Brussels; Dr. W. J. Rolfe, the foremost Shakespearean scholar and editor of America; Dr. Richard T. Ely "the most eminent political economist on this side of the Atlantic," Charles E. Bessey, Ph.D., University of Nebraska; Prof. D. P. Todd, Director of the Amherst College Observatory; Dr. Woodrow Wilson, Princeton College; Hamlin Garland, editor of the "Arena"; Katherine Lee Bates; Department of English, Wellesley College; Hamilton Mabie, editor of "The Outlook." These, associated with the heads of the State and Collegiate institutions of Colorado, have formed faculties remarkably strong and capable of presenting in the most interesting and successful manner many lines of work.

This high order of merit will be steadily maintained. It is too early to make positive announcements concerning the Faculty for the session of 1895, but the following have signified their intention to act: For Mathematics, Prof. M. A. Bailey, Kansas State Normal School; English, Supt. A. P. Marble, of Omaha; Geography, Chas. F. King, of Boston; History, Prof. T. R. Bacon, State University of California; Geology, Prof. A. E. Lakes, author of "Geology of Ore Deposits of Colorado;" Botany, Charles E. Bessey, Ph.D., University of Nebraska; Pedagogy, C. H. Thurber, Colgate University, N. Y., A. W. Norton, A. M., President Nebraska State Normal; Kindergarten, Miss Mary E. McCulloch, Supervisor St. Louis Public Schools; French, M. Leon Capelvier, Wolf Hall, Denver; German, Wm. Deutsch, St. Louis High School; Political Science, Dr. E. B. Andrews, Brown University; Music, H. S. Perkins, Director Chicago College of Music; Art, Henry Read, late of King William College, England; Drawing, Miss Lucy S. Silke, Assistant Supervisor Chicago Public Schools; Literature, Hamilton Mabie, Editor "The Outlook," New York. Other departments have not yet been filled.

Miscellaneous Books.

(RECEIVED DURING THE MONTH.)

Frederick A. Stokes Co.

Dame Prism. A Story for Girls. By Margaret Harriet Matthews, with 16 full-page illustrations by Elizabeth S. Tucker. (\$1.00.)

A Girl's Life in Virginia Before the War. By Letitia M. Burwell, with 16 full-page illustrations by William A. McCullough and Jules Turcas. (\$1.50.)

The Murrey Collection of Cookery Books. By Thomas J. Murrey. (\$1.)

Harry Coleman.

Prize National Song, Sons of America, for mixed voices. Words by Osman C. Hooper, Music by J. Remington Fairlamb. (10c.)

Prize Patriotic Song, Old Glory, for mixed voices. Words by Thomas J. Duggan, music by Homer N. Bartlett. (10c.)

Houghton, Mifflin & Co.

Daughters of the Revolution and Their Times, 1769-1776. By Charles Carleton Coffin. (\$1.50.)
Tanglewood Tales for Girls and Boys: Being a Second Wonder-Book. By Nathaniel Hawthorne Part II., Circe's Palace, The Pomegranate Seeds, The Golden Fleece.

Russian Rambles. By Isabel Hapgood. (\$1.50.)

Charles Scribner's Sons.

How the Republic is Governed. By Noah Brooks. (75c.)

Longmans, Green, & Co.

The Evolution of Whist: A Study of the Progressive Changes which the Game has Passed Through from its Origin to the Present Time. By Wm. Pole, F.R.S. (\$1.50.)

Studies in American Education. By Albert Bushnell Hart, Ph.D. (\$1.25.)

Macmillan & Co.

The Evolution of Industry. By Henry Dyer. (\$1.50.)

First Part of King Henry IV.
Second Part of King Henry IV.
Tragedy of King Richard II. By Israel Gollancz.

Lothrop Publishing Co.

Only Ten Cents. By Mrs. G. R. Alden (Pansy). Illustrated. (\$1.50.)

American Book Co.

History of the Plague in London. By Daniel Defoe.

G. P. Putnam's Sons.

The Arthurian Epic: A Comparative Study of the Cambrian, Breton, and Anglo Norman Versions of the Story and Tennyson's Idylls of the King. By Humphreys Gurneen.

The Story of Vedic India, as Embodied Principally in the Rig-Veda. By Zenaide A. Ragozin.

Roberts Brothers.

Prince Bismarck. By Charles Lowe, M.A., author of "Alexander III., of Russia," etc. (\$1.25.)

The Right Hon. W. E. Gladstone: A Study from Life. By Henry W. Lucy. (\$1.25.)

Merriam Co.

The Silence of the Maharajah. By Marie Corelli. (40c.)

Lingua Gemmae, A Cycle of Gems. Being a history of one hundred precious stones with the signification and popular superstition attached to each, and appropriate poetic sentiments. By Ada L. Sutton. (\$1.50.)

Henry Holt & Co.

The Broken Heart. By John Ford. Edited, with Notes and Introduction, by Clinton Scollard. (Teachers' Price, 40c.)

A. C. McClurg.

Paul and Virginia. By Bernardin De St Pierre. Translated, with a Biographical and Critical Introduction, by Melville B. Anderson. (\$1.00.)

Napoleon Bonaparte's First Campaign. With Comments by Herbert N. Sargent. (\$1.50.)

Bradlee Whidden.

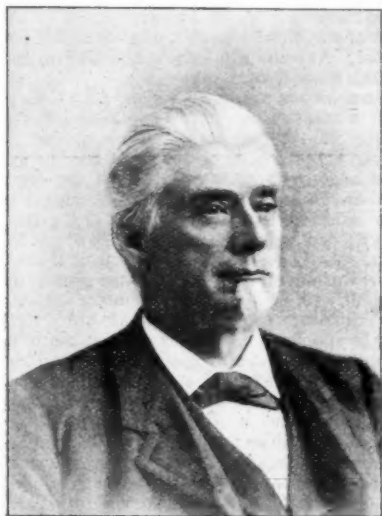
The May Butterflies and Duckflyers of N. E.: How to Find and Know Them. By Edward Knobel. (50c.)

Isaac A. Sheppard,

PRESIDENT OF THE PHILADELPHIA BOARD OF EDUCATION.

Mr. Sheppard was born in Cumberland county, New Jersey, July 11, 1827. His ancestors removed from Connecticut and settled in New Jersey in 1696. Mr. Sheppard received such educational advantages as a country school, held for three months in the year, afforded. He came to Philadelphia in 1839 and began to earn his living. At the age of sixteen he entered a brass and iron foundry to learn the trade of a moulder. By his industry, intelligence, and prudence, he soon won the confidence and appreciation of his employer, and became a thorough master of the business in all its branches; his evenings being mostly given to study and educational improvement. After sixteen years of hard work and diligent application, and careful saving of his earnings, he determined to commence business on his own account. With others, he established the Excelsior Stove and Hollowware Foundry in Philadelphia, under the firm name of Isaac A. Sheppard & Co., who, in the course of six years, gained such a high reputation for their products that their increasing trade required greatly enlarged facilities. Consequently, the firm secured a desirable property and established the Excelsior Stove and Hollow Ware Foundry in the city of Baltimore. The business is now carried on in both establishments by Mr. Sheppard and his two sons, under the original firm name.

Besides managing a large business, he has for many years taken an active part in religious, political, financial, educational, and benevolent enterprises. He has served three terms in the legislature of Pennsylvania, and was a valuable and influential member, at all times working for the general welfare. His success in procuring



the passage of the general law relating to building associations has been much appreciated, and, by reason of this legislation, many thousands of working people now own the houses in which they live. During the session of 1861 Mr. Sheppard held the position of chairman of the ways and means committee, and had charge of and secured the passage of bills to strengthen the public credit, to create a loan, and to provide for arming the state, and to sustain the federal authority.

In 1870 he took a leading part in organizing the National Security bank, and served as a director and vice-president until 1886, when he was unanimously chosen president. He has so continued up to the present time, and by his personal efforts he has contributed largely to the building up of that strong financial institution.

By appointment of the judges of the court of common pleas of Philadelphia, Mr. Sheppard became a member of the board of public education in January, 1879, and by reappointments has been continued in that board. He rendered efficient service for nine years on the committee on property, and contributed much toward the improvement of the condition of the school-houses. He served for six years as chairman of the committee on night schools, and formulated rules for their government; to him much is due for the increased interest, growth, and efficiency of these schools. He served for some time on the committee on central high school and other committees of the board. He was appointed a member of the committee to organize the School of Industrial Art, this being the first movement toward the introduction of manual training in the public schools. He was also chosen as one of the committee to organize the Central manual training school. Ever active in guarding, improving, and advancing the educational interests of the city, he has particularly identified himself with the establishing of public libraries, and the introduction of manual training in the public schools. In 1889 he was elected president of the board and by unanimous re-elections has been so continued to the present time.

* * * B.

State Commissioner Corson, of Ohio, has rendered an important decision in a matter of some interest to city school officers and teachers of that state. Supt. Jones, of Cleveland, appealed to Mr. Corson for his opinion on the question of the examination of all teachers, including those in the special work of music, drawing, etc., in physiology, hygiene, and the effects of alcohol and narcotics on the human system. It seems that under the ridiculously framed new rule all teachers must have another examination. Mr. Corson holds that the city board of examiners has the right to require all teachers to hold a certificate of qualification to teach the effect of narcotics on the human system, and that regular teachers must hold such a certificate, but believes the spirit of the law will permit special teachers to perform their duties without an examination in physiology and hygiene. Who was responsible for this law? Were the leading teachers consulted or were they slighted by the all-wise legislators? Let the teachers call the people's attention to the absurdity of the objectionable features of the law. The newspapers will, no doubt, aid them to bring about a general agitation for a reasonable change of the law. Ohio school boards meanwhile should not make use of the power placed in their hands by it. There is too much examination, as it is, and too little that is worth anything to the schools.

The West Knoxville, Tenn., council has acted wisely in adopting the school board's resolution repealing the rule to examine teachers annually. It is a thing that should have been done long ago. Hereafter the teachers are to be examined when applying for a position, or when wanting to advance to a higher grade. This "when wanting to advance" is very indefinite, and should be more clearly stated. The school board certainly does not want to make it appear as if they believed a teacher of first year pupils to be unable to manage a higher class without having first gone through the ordeal of a special examination.

The Early bill providing for a system of reformatory schools for youthful persons passed the Tennessee senate. The purpose of the bill is to permit each county to establish and maintain a reformatory for young criminals, but it is not intended that the person shall be indicted, the object being to reform without putting the stigma of an indictment upon such person. There is nothing in the bill which compels counties to establish such reformatories, but it is left discretionary with the courts. Let these schools be called parental schools, a term that has found much favor with tactful educators. "Reformatory," like "truant school" and kindred terms, should be avoided.

The Wooster, Ohio, *Democrat* in its issue of the 4th inst. prints this Canaan item:

On next Monday evening a school director will be elected to fill the vacancy caused by the expiration of the term of office of J. W. Ferguson. We do not know who the candidate will be, nor do we care.

"Nor do we care." Is the office of school director thought to be of so little importance? It would be better then to abolish it altogether. Every election of school officers should be the result of most careful consideration of the welfare of the schools on the part of the people. It is just this "nor do we care," that has made educational progress so slow and difficult.

Speaking of the ridiculous bill before the Illinois legislature prohibiting the employment of married women in the public schools of Chicago, the Columbus, O., *Dispatch* writes:

"When the women control the board of education in Chicago they may retaliate by dismissing the men teachers who are unmarried and making marriage a condition of eligibility to the superintendency and other positions of prominence."

A bill before the Delaware legislature proposes to discontinue and abolish the school fund; to appropriate in its stead the sum of \$150,000 annually for the benefit of the public schools out of the general fund; and to distribute the money, thus appropriated, on the basis and at the rate of one dollar for each day's service performed by each teacher. Why this change? There certainly is no general demand for it in the state, and besides it is an unwise measure. The friends of the schools should make their opposition to it felt. The *Every Evening*, of Wilmington, states the matter rightly in its issue of April 6, it says:

"There is the gravest objection to abolishing the school fund and turning the revenues belonging to it into the state's general fund. Delaware has had a school fund for ninety-nine years. It has grown to handsome proportions. It has been a blessing to the state. It is embedded deep in the affections of the people, who regard it as money devoted to a cause almost sacred. No legislature has ever touched it by so much as a finger to reduce it in amount.

"This bill would wipe it out of existence, and leave the schools to the caprice of future legislatures. The amount coming to the schools, might be made generous or it might be reduced, according as other schemes demanded more or less money at the hands of the legislature.

"The policy of accumulating a separate school fund has been pursued steadily by this state for almost a full century. It is a wise policy, and our handsome school dividends are to-day its beneficent result. It needs no warning to the legislature to make it very cautious about any proposition to reverse the policy of a century."

The school committee of Fall River, Mass., has advised the superintendent to warn teachers against the practice of sending pupils for absentees. It has been found that in some cases absentees were sick with diphtheria and other contagious-infectious diseases, and that when other pupils went to look them up, the danger existed that the disease might be brought to the school.—The new William Connell school will be ready for occupancy by April 22. The committee considers that this is an especially appropriate date on which to open the building named after the departed and honored superintendent, since it would be, if he had lived, his 69th birthday.—Supt. Bates has asked the kindergartners not to keep children of six years of age in their rooms, but to advise them to enter the primary school.

Supt. Gilbert reports that in March the enrollment in the forty-three schools of St. Paul was 18,072; and average daily attendance, 15,771. The school board of that city voted to extend the high school courses in two of the schools to four years. It was also recommended that a mechanics' and high school be established at the manual training school, commencing Sept. 1, 1895, and that the several courses of study, embracing industrial, mechanical, and art work, be adopted as soon as possible.

The manual training committee of the Fitchburg, Mass., school board presented a very interesting report at the April meeting. It explains that knife work has been introduced into the lower grades of the various grammar schools. Sewing is taught in some of the rooms. Systematic work is done in clay modeling, paper cutting, paper folding, mat weaving, and sewing in the primary grades, and it is the intention of the committee to continue this work in the intermediate grades. Knife work will be continued in the 5th, 6th, 7th, and 8th grades. The committee recommends also that bench work, with carpenter's tools, be introduced next September into the highest class of the grammar school and the lowest class of the high school. For this purpose the committee desires that 24 benches, similar to those in use in the normal training schools of Boston, be placed in some suitable room for the use of the two classes, at a cost not exceeding \$500. It is recommended also that provision be made for teaching sewing in the highest class of the grammar schools.

The committee of the Springfield, Mass., school board of hygiene has thoroughly investigated the cleaning of school-rooms and makes some very practical suggestions on this subject. It recommends that the janitors should be required by fixed rules to keep the schools scrupulously neat. The old rules should be amended, particularly the one providing that janitors besides sweeping the school-houses once a week and at other times when the principal or the school-house agent requires it, and keeping the premises in order, should wash the floors and clean the furniture once a year and wash the windows twice a year in vacation. The committee thinks that the floors should be scrubbed at least four times a year and mopped at least once a month. The halls and corridors might be cleaned during term time if the short vacations are not long enough for going over the entire building. Many janitors in the employ of the city keep their buildings neat and clean without any rules whatever, but there are some who are disposed to regard their position as a "soft job" and mean to do as little as possible under the present lax rules. These latter need sharper rules vigorously enforced. One janitor, it was stated, even raised a question as to who shall clean up the whittlings and shavings after knife work on Mondays. While the committee does not think that the school board should have the exclusive control of the janitors, they are of the opinion that the principals of the various schools should be given more authority over their janitors, and that they should be responsible for the proper enforcement of the rules. If they do not have sufficient authority they should assume it and insist on having clean rooms.

In Massachusetts all cities of over 20,000 inhabitants are by law required to introduce manual training in their high schools. In explaining the law under which this will have to be done Secretary Frank A. Hill, of the state board of education, says in part;

"A high manual training school has come to be a sharply defined institution. The definition of such a school, as inferred from the courses of study generally pursued in the high manual training schools of this country, contains the following elements: first a course of study from three to four years; second, free hand and mechanical drawing throughout the course, one hour daily; third, shop exercises, two hours daily; fourth, academic work, three hours daily, two or more of them devoted to recitations; fifth, the use of power; sixth, wood working, including the study of tools, materials, and elementary processes of carpentry, joinery, wood turning, pattern making, and, if advisable, carving; seventh, iron working, including forging, chipping and filing, and the elementary processes of machine work; eighth, a session six hours or longer, with a suitable allowance for recess and lunch; ninth, a correlation of academic work, so far as feasible, with that of the drawing room and shops."

We will pay \$1.00 for a nice clean copy of the fac-simile of the Declaration of Independence, published by the late Col. Balch. Write us before sending it.



Oscar T. Corson.

By J. P. SHARKEY.

Hon. Oscar T. Corson, present state school commissioner of Ohio, was born on a farm near Camden, Preble county, May 3, 1857. He attended the country school near his home during his earlier years and during the intervals of farm work. Later he attended the high school at Camden where he was under the instruction of the well known and much lamented Thomas A. Pollok. At this school Mr. Corson soon made a reputation for ability to comprehend a subject readily and completely. As a boy, with the boys, out of school, he was no less remarkable than as a bright pupil in school. Any one who knows him well now can readily believe that this must have been the case.

He began teaching in a country school near Camden in 1875. He remained in that sub-district three years and was so successful that a promotion to the principalship of the Fair Haven schools seemed only a matter of course. There he met with the same success and grew rapidly in favor and confidence. He declined a third election at increased salary because a unanimous call came for his services as superintendent at Camden where his parents then resided and where he had received the best part of his education. Mr. C. or, *Taylor Corson*, as he is known at home by everybody, was now looked upon as the coming man of the county. He early formed a wide acquaintance and identified himself actively with every educational interest of his native county. In 1881 he was appointed county school examiner to fill an unexpired term and was reappointed for the ensuing full term, but resigned in 1884 when he left Camden to assume a more responsible and lucrative position as superintendent of Granville, O. His work at Camden and his duties as county examiner were performed in the same spirit and with the same enthusiasm and happy outcome of effort that has marked his career everywhere. About this time he began to do some most excellent institute work of a kind that was so original, so helpful, so well calculated to reach all classes of teachers, that he was soon in demand in other parts of the state.

After three years' very efficient service at Granville Mr. C. was elected to the superintendency at Cambridge, O. He continually grew in favor and popularity and in 1891 was easily nominated as candidate for state commissioner of schools on the Republican ticket over a number of very able men of much longer service in school work. The result of his canvass evidenced his winning qualities and his well-deserved esteem.

In 1894, he was re-nominated, and re-elected by the remarkable plurality of 137,777, a vote considerably ahead of any other candidate on the ticket, and the largest plurality ever given any man in Ohio for any office.

During the busy life described above he has been constantly a great student and in the intervals of other labor found time to prepare himself for the searching examination necessary to secure a high school life certificate in Ohio. He also completed the regular college course at the Ohio Wesleyan university, Delaware, O., receiving his A. B. in 1886.

Mr. Corson's vigorous, business-like administration of the office of school commissioner is further proof of his extraordinary executive powers. His influence and his helpfulness have been felt in every department of public school work. His efforts have been most earnestly directed to the weakest parts of the system and there he has been most remarkably successful. His arduous labors during the past three years could only be performed by a man unusually strong in mind and body. As a public lecturer on school questions he is at once instructive, persuasive, inspiring, and entertaining. His ability to reach all classes in his addresses, makes him a great force in school work where work is most needed. His innate integrity and loyalty, his native manliness and friendliness, his untiring energy and his ability to say and do the right thing promptly are among the many qualities that have made him so influential.

Eaton, Ohio.

Providence, R. I.

The school committee at its last meeting passed a resolution that has the right ring. Candidates for positions as high school teachers will hereafter be required to have made a thorough study of the theory and practice of education. A plan for the better training of such teachers has been adopted, and the committee on high school has been authorized to take such measures as may be necessary to carry the plan into effect. The plan is the work of Supt. Tarbell to whom is due also the credit of having aroused the people of Providence to an appreciation of the need of properly trained teachers in the schools. Supt. Tarbell, it will be remembered, was the chairman of a sub-committee of the Committee of Fifteen who presented an admirable report on "The Training of Teachers," which has been fully noticed in THE JOURNAL. (See issue of March 2, page 215; also last week's JOURNAL, page 378.)

Supt. Tarbell presented a communication to the Providence school committee, which read in substance as follows:

"The success of the training schools for primary and grammar teachers proves that teachers should be trained for their work. It has been proposed in several places to establish normal schools of high grades whose students shall be college graduates or persons of high attainments, who could be taught in theory and trained by practice to become teachers of high schools. There are fourteen or more colleges or universities in the United States, each of which has a professor of pedagogy who gives lectures, leads discussions and hears recitations upon topics pertaining to the art of teaching. These courses are usually extended through one or two years, and are elective. Brown university has lately established such courses.

"To President Andrews, of Brown university, and Mr. Jacobs, instructor in pedagogy, was suggested by Mr. Tarbell that the value of the department might be much enhanced and the Providence high school improved by an arrangement by which the latter could to some extent become a school of practice for the pedagogic department of the university.

"The main features of the plan, desirable, are that Brown university will offer to its senior class and to the students of the senior class in the Women's college, courses in theoretic pedagogy. It will likewise offer to post graduate students who have taken these courses during their senior year, the opportunity for more extended study in these lines, and it is desired that the Providence school committee shall elect two or more of the persons taking post graduate work in pedagogy to be teachers in the English or classical departments of the Providence high school. These persons are to be employed only for a portion of each day, for one year, at half-rate salary.

"These students are to be subject to the assignment and direction of the principals, as other teachers are, but as to general direction of their studies are to be subject to the professor of pedagogy of Brown university.

"The benefit of the high school would be that untrained teachers would work under better supervision; the committee will have the opportunity of selecting for permanent positions the teachers of unusual promise. Stimulus will come to the school from the reputation it will gain and the wide observation of its work, and its leading teachers will be obliged to consider the whole like of work in their respective departments and show to the educational world methods founded upon solid principles."

Supt. Tarbell also presented to the school committee a strong report relative to the system of promotions in the grammar schools. Speaking of the progress in this direction made in Providence he said:

"Our ideal school will promote each half-year 100 per cent. of its pupils. But no schools are ideal. An average grammar school contains about forty pupils in two classes of twenty each. If in each class one fails on account of absence, one from incapability, one from inattention, and one from careless teaching, we have four failures in twenty, or only 80 per cent. promoted. If at any time or in any school the record shows better than this it follows that some one or more of these failures has been avoided. Beside the promotions made regularly each half-year there are frequently special promotions of capable pupils. It is pleasant to know that in the past eight years the grammar schools have made great progress in ability to hold and advance a large proportion of pupils."

Supt. Tarbell points out one defect in the plan which is found in almost all city schools. It consists in this, that it allows to grow up local standards of merit which are not rectified as they should be by comparison with other schools. The remedy Supt. Tarbell suggests is to be highly commended. His reflection on the prevalent custom of subjecting all pupils to general term examinations is particularly good. He says:

"An endeavor to provide against the above-mentioned defect has been made by requiring examinations to be given occasionally on questions prepared by the superintendent or some committee selected for this purpose. This, however, tends to destroy freedom. The questions or problems may suit certain classes and the work of certain teachers better than others. The best inspection is that which observes work and considers what effects may be reasonably anticipated from such work. This leaves teachers free to work without embarrassment and holds them responsible only that the results shall be of the right character in mental and moral influences and of reasonable magnitude."

The following also contains a timely hint to superintendents and teachers in general:

"The public school course should be rid of non-essentials and minor matters, and those things vital to intelligence, essential to further progress, and needful in practical life, should be emphasized. There is among our teachers a mistaken idea of thoroughness from which we need to be delivered.

"The United States commissioner of education says: 'The school that does not keep up a continual process of readjusting the classification by promoting pupils from lower classes to those above them has certainly no claim to be ranked with schools organized on a modern ideal.'"

Philadelphia.

Philadelphia wants a more efficient organization of the public school system. A bill prepared by the Civic club of that city has been offered to the state senate as a substitute for the bill previously introduced by Senator Porter.

"The bill as recently reported by the senate committee empowers the judges of the courts of common pleas having jurisdiction in cities of the first class to appoint a board of education comprising 21 persons. Seven selected by lot shall serve for one year from the first Monday in January, 1896, seven for two years, and seven for three years from that date. After the first year the said judges will appoint in each year seven persons as members of said board for a term of seven years, and the judges will fill vacancies for the remainder of the term caused by removals, deaths, or resignations. The new board will serve without compensation. It shall have all the powers with which the present board of education is clothed, and is authorized to divide the city into school districts for "convenience of organization and administration," to appoint or remove superintendents, teachers, and all other school employees, fix the character of the schools, their number and location, and limit their cost. They are given sweeping powers of superintendence and administration in all school affairs. All boards of school controllers and directors heretofore in existence are to be abolished from the first Monday in January, 1896.

"New school officials are created by the bill; local boards of visitors, whose members may be men or women, to be appointed by the board of education. These, too, shall serve without pay. Their particular duties are not defined, this being left entirely to the discretion of the central board. The board shall approve all warrants for the purchase of supplies, repairs, maintenance of the schools, and for salaries. Full annual reports of the administration of their office are to be made to the mayor and councils. A sufficient tax shall be levied by the city for the maintenance of the schools, and the construction and repair of buildings, and the fund thus raised shall be appropriated by ordinance in the discretion of the councils, and the appropriation shall be drawn upon by warrants of the board of education. Councils thus maintain their control over the school appropriations, and any friction which might arise between the proposed board and councils is avoided.

There can be no doubt that the bill as now framed is the result of careful deliberation on the part of public spirited citizens, who have investigated the present requirements of the city school systems of Pennsylvania. Still it would seem that a few modifications should be made relative to the powers of school boards, embodying the desirable features of the plan recommended by the report of the Committee of Fifteen on city school systems.

The Philadelphia school board has lost a valued member in Mr. Patrick A. Fagan, who resigned last week. He served on the board for twenty-eight years, and before that time was a member of the old board of control. His resignation is due to failing health. Mr. Jenks is now the oldest member on the board.

New York.

A petition has been sent to the New York legislature asking that the state furnish free text-books for the public schools. The petitioners assert that they are deprived of the services of their children during the greater part of the term of their minority, by reason of the compulsory education law, and that, as the state enforces compulsory education "primarily for its own benefit and protection" in the betterment of citizenship, it should not require parents to furnish text-books, the expense of which is a heavy burden to many citizens who can ill-afford it. It has also contended that text-books are often and in many instances arbitrarily, and with no apparent good reason changed, necessitating repeated purchases, and that if the state undertook the furnishing of text-books this evil might be checked, if not wholly abated. Do the petitioners believe that only the state and not they themselves are benefited by the better education of their children? A strange argument, indeed. It is admitted that some of their allegations are entitled to respectful consideration, particularly the one referring to frequent and often unwarrantable changes of text-books. But why do they not place their grievances before the local authorities? State uniformity in text-books is a bad thing. Home rule in educational matters must not be thrown away so lightly. Freedom is the sky under which education can best develop.

Just as THE JOURNAL is ready to go to press the news comes from Albany that the assembly has passed the New York city school board reorganization bill by a vote of 77 to 37. It was the special on April 17. It is reported that Tammany's representatives made a fierce attack upon the measure and were aided in their work by Messrs Halpin and Bell, of the New York city Republican delegation. The bill is a compromise measure and is endorsed by the Good Government clubs and the board of education. THE JOURNAL will explain the principal provisions in a later number.

The valuable three-story brick building used as a school of manual training by the New York Institution for the Instruction of the Deaf and Dumb, at 165th street and Washington avenue, was totally destroyed by fire on April 3. The building was devoted to the various manual trades, and in it were a printing office, tailor shop, shoe shop, and various other branches of mechanical work. The loss, it is said, will reach \$40,000.

Leading Publishers.

D. Appleton & Company.

The publishing house of D. Appleton & Company is well-known to scholars and literary people in all parts of the world. Its founder was Daniel Appleton, who came to New York from Boston in 1825, and began importing English books. The book business was in charge of his eldest son, Mr. William Henry Appleton, who is the head of the present firm. Mr. Daniel Appleton retired from business in 1848, and W. H. Appleton formed a partnership with his brother, John Adams Appleton; three other brothers, Daniel Sidney, George Swett, and Samuel Francis, became members of the firm. There are five members of the present firm: William H. Appleton, William W. Appleton, Daniel Appleton, Edward Dale Appleton, and D. Sidney Appleton.

The Appletons are responsible for the introduction of the works of many prominent authors. Among scientists are Huxley, Spencer, and Darwin. In history they number such names as Eggleston,



W. T. HARRIS.

McMaster, Bancroft, and John Fiske. Their list of novelists comprises such names as Hall Caine, Kipling, Maarten Maartens, Maxwell Gray, and many others.

Other great publications are the American Cyclopedia, begun in 1857, and the Annual Cyclopedia. The firm has long been noted for its art books, such as "Picturesque America," and it recently began the publication of the "Art of the World, illustrating the art exhibits of the Columbian exposition, and the United States of America," edited by Professor Shaler.

The Spanish department is very complete. It furnishes a large proportion of the text-books used in the Central and South American states. The manager of this department is Dr. J. G. Puron.

The Linguistic department embraces, besides the Spanish, publications in French, Portuguese, Italian, and all the Romance languages, and most of the other languages of Europe. The books published through this department include the entire range of primary instruction, college text-books, and higher scientific works.



F. V. N. PAINTER.



L. R. KLEMM.



GILBERT B. MORRISON.



J. L. PICKARD.



JOSEPH BALDWIN.

Among their leading educational publications is the "International Education Series," now comprising thirty volumes, and edited by Hon. William T. Harris, United States commissioner of education. This valuable series is the result of an effort to provide teachers with a standard professional library comprising the best works new and old in educational literature. The fact that

it is edited by so eminent an educator as Dr. W. T. Harris, the United States commissioner of education, is a guarantee of the excellence and high character of the volumes in this notable collection. The following is a list of the volumes already published:



R. G. BOONE.



ISAAC SHARPLESS.

Vol. I. Rosenkranz.—"The Philosophy of Education." Translated by Anna C. Brackett. Second edition, revised, with commentary and complete analysis. \$1.50.

Vol. II. Painter.—"A History of Education."

Vol. III. Laurie.—"The Rise and Early Constitution of Universities. With a Survey of Mediaeval Education."

Vol. IV. Morrison.—"The Ventilation and Warming of School Buildings."

Vol. V. Froebel.—"The Education of Man." Translated and annotated by W. N. Hailmann.

Vol. VI. Baldwin.—"Elementary Psychology and Education."

Vol. VII. Freyer.—"The Senses and the Will." (Part I. of "The Mind of the Child.") Translated by H. W. Brown.

Vol. VIII. Kay.—"Memory." What it is and how to improve it.

Vol. IX. Freyer.—"The Development of the Intellect." (Part II. of "The Mind of the Child.") Translated by H. W. Brown. \$1.50.

Vol. X. Parker.—"How to Study Geography." A Practical Exposition of Methods and Devices in Teaching Geography which apply the Principles and Plans of Ritter and Guyot.

Vol. XI. Boone.—"Education in the United States." Its History from the Earliest Settlements.

Vol. XII. Klemm.—"European Schools: or what I saw in the Schools of Germany, France, Austria, and Switzerland."

Vol. XIII. Howland.—"Practical Hints for the Teachers of Public Schools."

Vol. XIV. De Guimps.—"Pestalozzi: His Life and Work." Translated by J. Russell.

Vol. XV. Pickard.—"School Supervision."

Vol. XVI. Lange.—"Higher Education of Women in Europe."

Vol. XVII. Quick.—"Essays on Educational Reformers."

Vol. XVIII. Herbart.—"A Text-Book in Psychology." Translated by Margaret K. Smith.

Vol. XIX. Baldwin.—"Psychology Applied to the Art of Teaching."

Vol. XX.—"Rousseau's Emile: or, Treatise on Education."

Vol. XXI. Adler.—"The Moral Instruction of Children."

Vol. XXII. Sharpless.—"English Education in the Elementary and Secondary Schools."

Vol. XXIII. Fouillee.—"Education from a National Standpoint."

Vol. XXIV. Freyer.—"Mental Development in the Child."

Vol. XXV. Hinsdale.—"How to Study and Teach History."

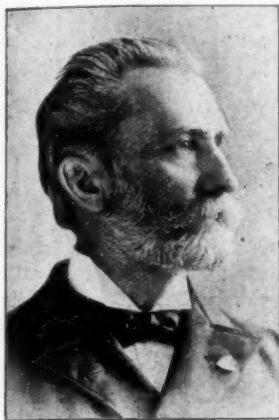
Vol. XXVI. Blow.—"Symbolic Education: A Commentary on Froebel's 'Mother Play'."

Vol. XXVII. Howe.—"Systematic Science Teaching."

Vol. XXVIII. Davidson.—"The Education of the Greek People."

Vol. XXIX. Martin.—"Evolution in the Public School System in Massachusetts."

Messrs. D. Appleton & Co. publish also valuable text-books for colleges, universities, and high grade schools, among which are Le Conte's "Elements of Geology," Deschanel's "Natural Philosophy," Gillespie's "Surveying," and many others. Their list embraces also dictionaries and various aids for the study of modern languages.



H. E. HAYES,
Manager Educational Dept., New York.

An important adjunct recently incorporated with the educational branch of their business is the supply of instructive supplementary reading for schools and school libraries. Their catalogue of books now comprises several thousand volumes, embracing every department of literature. Classified lists of these publications have been prepared, which will be found of much value for a thorough equipment of school, public, and private libraries.

Among other educational books adapted to different grades of school and college classes, are Morris' "Historical English Grammar," Bayard Taylor's "History of Germany," Nicoll's "Landmarks of English Literature," Schwegler's "History of Philosophy," Bain's "On Teaching English," Clark's "Fifty Law Lessons," and W. T. Harris' "Introduction to the Study of Philosophy," and many others.

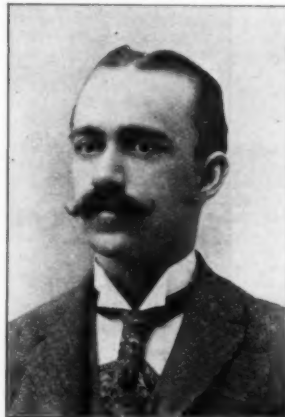
Among the periodicals published by this firm are *The Pop-*

ular Science Monthly, edited by Dr. W. J. Youmans, and *The New York Medical Journal* edited by Dr. Frank P. Foster.

Owing to the continued increase in their business and the urgent demand for more commodious quarters, D. Appleton & Co. have recently removed from their old store, Nos. 1, 3 and 5 Bond street, to the handsome new building at the northwest corner of Fifth avenue and Thirtieth street.

Mr. Henry E. Hayes is the manager of the educational department at New York. Mr. Hayes was born in Livingston county, New York, in 1840. Some time was spent in teaching, then he enlisted in the army, spending three years in the cavalry service. He is the author of several books, and also some valuable works on the war. After the war he resumed his teaching, spending three years at Lombard university, and the Galesburg, Ill., high school. He established the "Western Business Institute" at Galesburg in 1866. His interest in the book business began in 1869 when he was employed by the firm of A. S. Barnes & Co. In 1873 he entered the educational department of D. Appleton and has been with them ever since. Mr. Hayes is one of the best known men in educational circles.

The western branch of the house is at Chicago, and is managed by Mr. Alfred A. Horn. He was born at York, Pa. Like Mr. Hayes, his early life was spent in teaching and for some time he was principal of the Demorest school at York. Eight years ago he identified himself with the book business, and he has shown great ability in his work.



ALFRED A. HORN,
Manager Educational Dept., Chicago.



NEW HOME OF D. APPLETON & CO., NEW YORK CITY.

Text-Books Received.

American Book Co.

Home Geography for Primary Grades. By C. C. Long, Ph.D. (25c.)

The Orations on Bunker Hill Monument, The Character of Washington, and the Landing at Plymouth. By Daniel Webster. (20c.)

M. Tulli Ciceronis Cato Maior De Senectute. Edited with introduction and notes by Frank Ernest Rockwood, A.M. (90c.)

The Werner Co.

The Greene School Music Course for Public and Private Schools. Book One for Grades 1, 2, 3, 4. By Charles H. Greene, Sr.

D. C. Heath & Co.

Fleurs De France Quinze Contes Choisis et Annotes. Par C. Fontaine. (60c.)

La Debacle par Emile Zola. Abridged from the 182d Edition, and annotated, by Benj. W. Welis, Ph.D. (80c.)

Ginn & Co.

Selections from P. K. Roseggers Waldheimat, with introduction and explanatory notes. By Laurence Fossler, A.M.

Maynard, Merrill & Co.

The Government Class Book. A manual of instruction in the principles of constitutional government and law. By Andrew W. Young. Thoroughly revised, 1894, by Salter S. Clark, Counsellor at law. (With supplement.) New York. Its State and Local Government. With an abstract of the Constitution. By Miron T. Scudder, M.A. (\$1.05.)

Houghton, Mifflin & Co.

Enoch Arden and Other Poems. By Alfred Lord Tennyson, with biographical sketch and explanatory notes.

Longmans, Green & Co.

A Primer of Evolution. By Edward Clodd, with illustrations.

G. P. Putnam's Sons.

The Alhambra. By Washington Irving. The author's revised text edited by Arthur Marvin Student's Edition.

Potter & Putnam.

The new Vertical Script Primer. The Child's First Book.

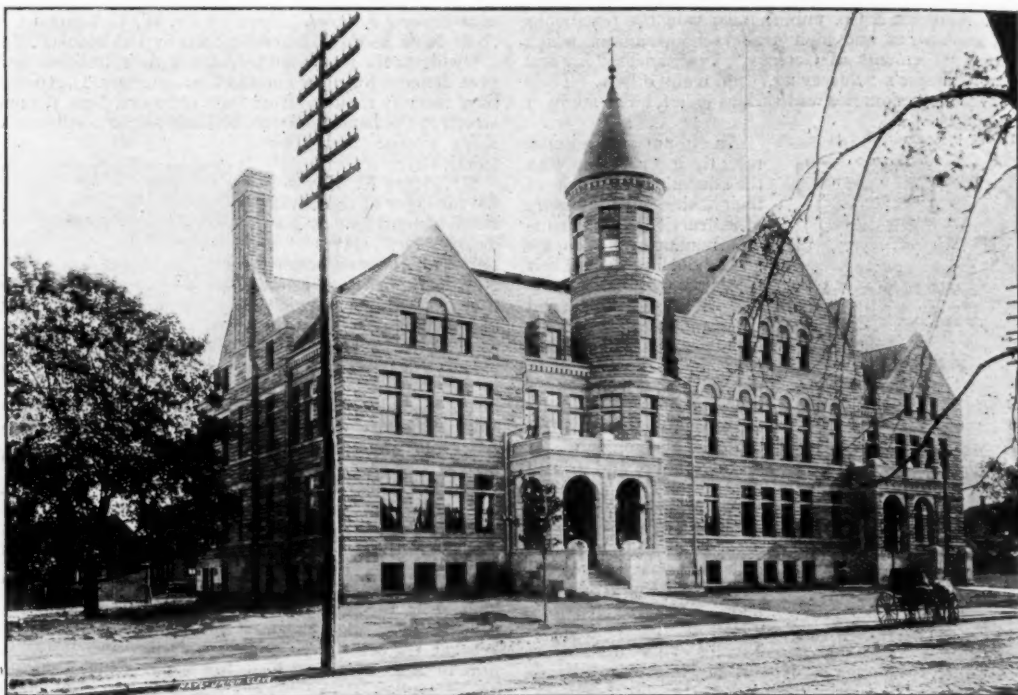
Macmillan & Co.

An Elementary Text-Book of Hydrostatics. By William Briggs, M.A., L.L.B., F.C.S., F.R.A.S., and G. H. Bryan, M.A.

An Elementary Text-Book of Heat. By R. W. Stewart, D. Sc., Lond.

Geometry of the Similar Figures and the Plane. By C. W. C. Barlow, M.A., B. Sc., and G. H. Bryan, M.A.

Cicero De Amicitia. By A. H. Alcroft, M. A. Oxon, and W. F. Mason, M.A., Lond.



SOUTH HIGH SCHOOL, CLEVELAND, OHIO.

Wm. R. Jenkins.

El Desden con el Desden Comedia en tres jornadas por Don Augustin Moreto Y Cabana. Edited with introduction and notes by Alex. W. Herdler. (35c.)

French Verbs, Regular and Irregular. By Charles P. Du Croquet. (35c.)

A. Lovell & Co.

Selections from the Works of Robert Browning. Edited and arranged for school use by Charles W. French.

Rand, McNally & Co.

The Rand-McNally Grammar School Geography. Illustrated with Diagrams, Colored Maps, and Engravings, prepared expressly for this work.

School Reports Received.

RICHMOND, VIRGINIA.—Twenty-fifth annual report of the superintendent of public schools. Number of pupils enrolled, white, 7,131; colored, 4,934. Number of teachers, white, 165; colored, 78. Amount paid for teachers salaries, \$124,337.53.

BUREAU OF EDUCATION, WASHINGTON, D. C.—Education in Alaska. By Sheldon Jackson, D.D., general agent.

CORNELL UNIVERSITY, ITHACA, N. Y.—Annual report of the president. Total number of students enrolled during the year, 1,801; 225 women and 1,576 men. Total number of graduate students in all departments, 287. Addition to library, 25,913 volumes. Total number of volumes, 160,913. Pamphlets, 28,100. Donations have been received during the year amounting to \$112,595.

ALBANY, N. Y.—Twenty-eighth annual report of the board of public instruction. Number of school-houses in the county, 25. Value of buildings and lots, \$1,206,000. Number of pupils enrolled, 13,491. Number of teachers, 287. Number of kindergartens, 17. In the training school the most important feature of the year was the introduction of a kindergarten course with a special instructor.

COOK COUNTY, ILLINOIS.—Biennial report of the county superintendent of schools. Number of school-houses in the county, 497. Number of high schools, 19. Number of graded schools, 350. Number of teachers, 4,377. Number of pupils enrolled in public and private schools 281,364. Estimated value of school apparatus and libraries, \$205,189. Estimated value of school-houses and lots, \$13,101,731. Number of volumes in district libraries, 68,518. All of the country school teachers in the county have been required to meet the superintendent and his assistants each month at Chicago, to discuss subjects connected with the schools. Eight or ten of the county graded schools have adopted the Chicago course of study with slight modifications. Much interest has been shown in the building of new school-houses and the improvement of old ones. The superintendent reports the efficiency of the Cook County normal greater now than at any time in its history. He reports the buildings inadequate to its needs, and recommends that a public school be built upon the grounds for a practice school.

LOS ANGELES, CAL.—Annual report of the board of directors of the public library, and report of librarian.

STATE OF COLORADO.—Sixteenth annual report of the state board of agriculture and the State agricultural college. Value of college property, \$197,633.76. Number of volumes in library, 4,470.

STATE OF IOWA.—Advance sheets of the biennial report of the superintendent of public instruction. Statistics for 1894.

STATE OF MASSACHUSETTS.—State examination and certification of teachers.

MIDDLEBOROUGH, MASS.—Annual report of the school committee. Expenditures for year, \$19,438.19. Number of school-houses, 19. Number of teachers, 30. Number of pupils enrolled, 1,201. A two-story school-house was built during the year. The Middleboro pedagogical club,

formed in 1893, has gained in membership, and a systematic study of educational psychology has been made. The teachers' training class has been reorganized, and the work of the class consists of observation of the teaching in each of the 9 grades below the high school, practice in teaching classes of the different grades, and a course of instruction in psychology, educational methods, school management, and history of education. Departmental teaching was introduced into the three highest grades of the grammar school with gratifying results.

NORTON, MASS.—Annual report of the school committee. Every teacher reads at least one educational paper, and has taken up at least one new book on teaching.

CHENEY, WASHINGTON.—Fifth annual catalogue of the state normal school.

DENVER, COLORADO.—Annual report of the board of education of school district number 1. Number of buildings, 21. Value of property, \$1,800,000. Number of teachers, 210. Number of volumes in library, 23,230. A new manual training school has been built at a cost of \$79,000. Five kindergartens employing 11 instructors, have been maintained during the year. The out-door recitations, where teachers and pupils spend half a day in the parks or in the country, have proved to be an incentive to study.

GREELEY, COLORADO.—Third annual catalogue of the state normal school. Number of pupils, 445.

NEW HAVEN, CONN.—Annual report of the board of education of the New Haven city school district. Number of school-houses occupied by the district, 38. Number of pupils registered, 15,655. Number of teachers, 393. Number of kindergartens, 5. Number of evening schools, 10. Number of pupils, 2,117.

The Boardman manual training high school has been built at a cost of \$70,000. The entire sum was the gift of Mrs. Lucy H. Boardman. It is not intended for a trade school. "Pupils are expected to work with their hands, to make them expert manually as well as mentally." The course of study covers three years.

NORTHAMPTON, MASS.—Twenty-seventh Annual Report of the Clarke Institution for Deaf Mutes. No. of pupils, 134.

HYDE PARK, MASS.—Twenty-sixth annual report of the school committee.

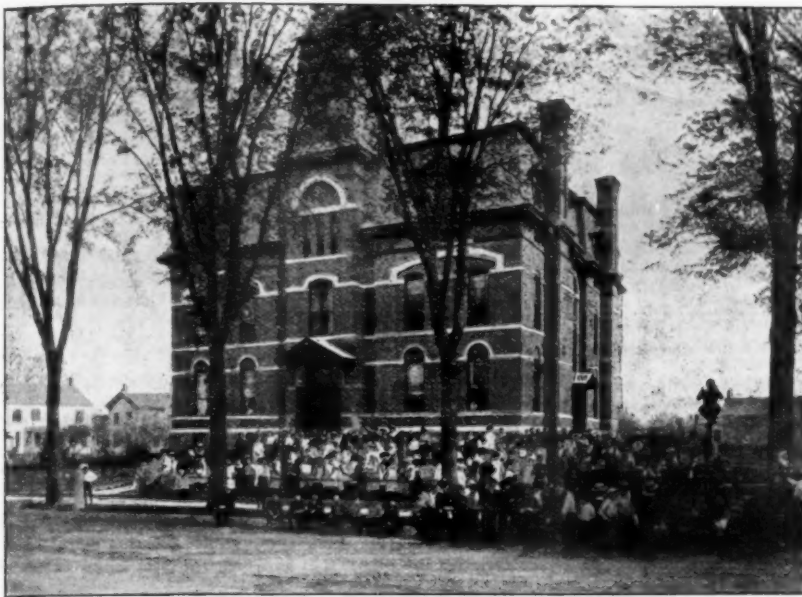
ARIZONA.—Biennial report of the superintendent of public instruction. No. of teachers employed in the territory, 293. 171 of these hold first grade certificates. Average monthly salary, \$75.30. Amount expended for maintaining schools and the erection of school buildings, \$176,671.02. Total valuation of school property, \$405,445.32. Average school term, six and three-elevenths months.

STATE OF NORTH CAROLINA.—Biennial report of the superintendent of public instruction for the scholastic years, 1891 and 1892. 1891 No. of public school houses for whites, 4,034. For colored, 1,779. 1892.—For whites, 4,168. For colored, 1,992. 1891.—Value of public school property, \$848,074. 1892.—Value of school property, \$892,364.

STATE OF NEW HAMPSHIRE.—Annual report of the superintendent of public instruction. No. of teachers, 3,187. Average monthly salary of male teachers, \$49.78; of female teachers, \$27.36. No. of schoolhouses, 1998. No. built during the year, 27. Estimated value of buildings, sites, furniture, \$2,975,232. Estimated value of apparatus, \$111,592.

STATE OF KANSAS.—Ninth biennial report of the department of public instruction. No. of pupils enrolled: 1893, 389,597; 1894, 393,840. No. of teachers employed: 1893, 12,070; 1894, 11,903. Average monthly salary of male teachers, \$43.91; of female teachers, \$43.90. Estimated value of school property: 1893, \$10,999,031; 1894, \$11,193,396. No. of school houses built 1893, 261; 1894, 226. Each county held a normal institute in 1893, and all but two in 1894.

STATE OF GEORGIA.—Report of the state school commissioner of Georgia to the general assembly. Total enrollment of teachers, for 1893, 436,682. No. of teachers, 9,033. The State Normal School at Rock College held a summer session of eight weeks, which was attended by one hundred and seventy-five students.



PUBLIC SCHOOL AT GLENS FALLS, N. Y.—Home of the National Summer School.

School Building Notes.

CALIFORNIA.

LOS ANGELES.—Plans for a school at Lompoc to cost \$9,000, has been prepared by Bradbeer & Ferris, of this city.

SAN FRANCISCO.—W. H. Armitage has prepared plans for a \$17,000 school at Alameda.

SAN PEDRO will build an addition to school. Write W. B. Cooper.

VALLEJO will rebuild the high school burned.

VENTURA will build a \$5,000 school.

CONNECTICUT.

NEW BRITAIN.—Arch. W. H. Caldwell has planned a brick school.

THE SCHOOL JOURNAL, published weekly at \$2.50 per year, is the best paper for school boards, superintendents, principals, and all teachers who want to know of educational thought and movements. The news concerning new buildings, the additions of departments of music, drawing, gymnastics, etc., will be of great value. Already a number of teachers have, by consulting these notes, laid plans for better remuneration.

THE TEACHERS' INSTITUTE, at \$1.00 per year, is par excellence THE educational magazine of the country; for teachers who want the best methods, and to grow pedagogically, this is the paper.

THE PRIMARY SCHOOL, at \$1.00 per year, is a right hand of help for the teacher of young children.

EDUCATIONAL FOUNDATIONS, at \$1.00 per year, is for students of pedagogy. It discusses the History, Principles, Methods, and Civics of Education, and Child Study.

OUR TIMES contains the news of the month arranged for use in school, 30 cents a year.

A superintendent will need THE SCHOOL JOURNAL; his assistants THE INSTITUTE and PRIMARY SCHOOL; the one interested in the study of pedagogy will want FOUNDATIONS. Earnest teachers seeking advancement take THE JOURNAL, INSTITUTE, and FOUNDATIONS.

Besides these periodicals we publish the largest standard line of books in teaching, and teachers' aids. Also keep in stock all educational books published. Catalogues free. Correspondence invited. E. L. KELLOGG & Co., Educational Publishers, 61 East Ninth Street, New York.

NEW LONDON will erect a \$60,000 school. Write President Potter.

COLORADO.

FLORENCE.—\$15,000 in bonds have been issued for a new school in district No. 2.

GREELEY.—A \$20,000 school will be built.

GEORGIA.

ABBEVILLE will spend \$10,000 on two schools. Write E. H. Williams.

MADISON.—Two schools to cost \$25,000 will be erected.

ATLANTA.—\$50,000 will be spent on the Georgia normal college.

ILLINOIS.

CHICAGO.—Board of education will erect the following buildings: Three-story school corner Fulton street, \$60,000. Addition to the West Side high school, \$25,000. Three-story school May & 65th streets, \$70,000. Addition to Forrestville school, \$65,000. Woodlawn school, \$70,000. Adams school, \$75,000. Nine-room addition to Newberry school. Three story addition to West Division high school. Also an 18-room school with assembly hall on Hope avenue, also a 22-room school with assembly hall on Townsend street. Arch., Aug. Fielder. John A. Guilford, 1110 Schiller building, manager for board of education.

School building and workshop for the Lewis institute. Write Jno. A. Roche, Metropolitan block.

Arch. W. L. Klewer. Schiller building has planned a school for the Polish St. Mary's church to cost \$30,000.

FAIRBURY will erect a \$15,000 school.

KNOXVILLE will build a two-story brick school.

QUINCY.—Arch. J. Batschy is preparing plans for a high school building at Fort Madison, Iowa, to cost \$40,000.

ROCKFORD will build a new school.

INDIANA.

GAS CITY will build a school to cost \$13,000. Write to M. L. Jordan, Pendleton, Ind.

HUNTINGTON will erect a school. Write John Minnish.

MARMONT.—The Culver military academy recently burned will be rebuilt at a cost of \$150,000. It will be a magnificent fire-proof building. A. H. Culver, of St. Louis, is the architect.

MUNCIE will spend \$20,000 on a new school.

IOWA.

ANAMOSA will build a school. Write G. G. Ketcham.

ATLANTIC will erect a school. Write Jas. Jordan.

EMELINE.—A new school will be built. Write S. Ripperton.

ESTHERVILLE will build a school. Write J. M. Barker.

EXIRA will erect a school. Write Henry Young.

FORT MADISON will build a 12-room high school. Write W. A. Scherfe.

GRANVILLE will erect a school. Write secretary board of education.

HAWARDEN will spend \$20,000 on a school. Write secretary board of education.

MADISON will erect a school. Write W. R. Mustin.

MONDAMIN will remodel their school building. Write to W. T. Stamper.

MONTEITH will erect a frame school. Write L. Reed.

PROLE will build a school. Write L. S. Spencer.

SIGOURNEY will erect a school. Write D. W. Hayes.

VINTON.—A new school will be built. Write F. A. Dunckler.

LOUISIANA.

ALGIERS.—\$10,000 will be spent on a new school.

MONROE.—A new high school cost \$8,000. Write Frank O'Brien.

MAINE.

DEXTER will probably erect a new normal school.

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MARYLAND.

BALTIMORE.—Four new schools will be built at a cost of \$155,000. Write the mayor, F. C. Latrobe.

MASSACHUSETTS.

ANDOVER.—A new school.
 BOSTON.—Arch. Edmund Wheelwright has planned a school. Cost \$100,000 all improvements.
 BRIDGEWATER will erect a new school. Cost \$48,000.
 BROCKTON will build a ten room school.
 LAWRENCE will spend \$45,000 on a school.
 MALDEN has appropriated \$100,000 for a high school.
 MARLBORO will erect a high school. Cost \$50,000.
 MILTON will improve the high school with \$65,000.
 NEW BEDFORD will spend \$28,000 on a new school.
 NEWTON will build a twelve-room school. Cost, \$60,000.
 NORTHFIELD.—The D. L. Moody seminary for girls will spend \$35,000 on a gymnasium.
 PITTSFIELD has appropriated \$100,000 for a high school.
 QUINCY will build two new schools.
 READING will build a ten-room school.
 SPRINGFIELD.—The Industrial school will erect a four-story school to cost \$20,000.

MICHIGAN.

DETROIT.—The new Central high school will be built. Write David Wallace, 3 Hodges building.
 POPPLE will build a school in Oliver township. Write Wm. H. Jordan.

MINNESOTA.

ALBERT LEA.—A new high school.
 OSHAWA.—A new school. Write J. Fox.
 ST. PAUL will spend \$55,000 on new schools.
 WACONIA.—A new school. Write H. R. Diessner.
 WINONA.—Arch. Maybury & Sons have plans for a school at Owatonna.

MISSOURI.

MOBERLY will build a new school. Write J. R. Lowell.
 ST. LOUIS will build three new schools. Write to Louis J. Holthaus.

NEBRASKA.

NEBRASKA CITY will probably erect a new high school. Cost, \$30,000.

NEW HAMPSHIRE.

CONCORD will build a new school.
 WILTON.—A six-room school to cost \$25,000 will be built at once.

NEW JERSEY.

ATLANTIC CITY will build a new school to cost \$30,000. Write the secretary of board of education.
 BAYONNE will build a new school this spring.
 MILBURN.—Contracts for the new school have been awarded.
 TRENTON.—The alterations to be made to the girls' industrial school will cost \$6,000.

NEW YORK.

ATTICA.—\$5,000 will be spent on improvements in Union school.
 BROOKLYN.—The board of education have contracted for four new schools. Arrington avenue, cost \$114,200. Dumont street, cost \$88,000. Hamburg avenue, cost \$72,250. Eighth avenue, cost 75,000.
 BUFFALO.—St. Anne's church will build a handsome school. Cost \$100,000. Board of education will advertise for competitive designs for new \$125,000 high school.
 CHURCHVILLE will spend \$10,000 on a new school. Write H. J. Snyder.
 GENESEO.—\$75,000 has been appropriated for improvements to the normal school.
 LOCKPORT will build a new school.
 NEW YORK.—Columbia college will erect a college building on Amsterdam avenue and 60th street. Cost, \$200,000.
 PATCHOGUE.—A large college will probably be built. Cost, \$500,000.
 WOLCOTT will spend about \$24,000 on a new school.

NORTH DAKOTA.

GRAND FORKS will erect a \$20,000 school. J. W. Ross, Arch.
 HOMESTEAD will build a school. Write T. T. Haugan.

OHIO.

BENTON RIDGE.—A new school. Write J. P. Baldwin.
 CALDWELL.—A new school. Write D. G. Wilson.

LORAIN.—Board of education expect to build a \$50,000 school.
 NEW RIEGEL will build a new school. J. Wetzel, clerk.

TOLEDO.—The manual training and high school recently burned will be rebuilt immediately.

WESTERVILLE.—Archs. Yost & Packard, of Columbus, have planned an eight-room school to cost \$20,000.

NORWOOD will erect a school; cost, \$18,000.

OKLAHOMA.

SHAWNEE will build a school. Write B. Dierker.
 OKLAHOMA CITY will erect a high school.

PENNSYLVANIA.

ALLEGHENY.—A new school in twenty-second ward. Alston & Heckert, Archs.

DELMAR.—School directors will build a new school at West Branch. Write C. Copestick.

DUBO S.—\$17,000 will be spent on a new school. Write E. Du Bois.
 JENKINTOWN.—F. R. Watson, 518 Walnut St., Philadelphia, is architect for a parochial school at this place.

PHILADELPHIA—Chas. W. Bolton, 1510 Chestnut St., is architect for a school at Shamokin. T. M. Rogers, 1107 Walnut St., is architect for a school at Devon.

PITTSBURG.—\$15,000 will be spent on a school at Millvale. Bartberger & East, Archs.

Archs. E. J. Carlisle Co., 605 Smithfield St., have planned a \$4,000 school at Ingram, also a school to cost \$35,000 at Wilkinsburg. Arch. T. D. Evans, 605 Smithfield St., have planned a school at Hazlewood; cost, \$10,000. Archs. Riddle & Keirn, same address, have plans for school at Sharpsburg; cost, \$10,000.

WASHINGTON.—A new school cost \$20,000. Archs. McCune & Ely.
 WYOMING will erect a new four-room school. Write W. S. Jacobs.

RHODE ISLAND.

PROVIDENCE.—Martin & Hall have prepared plans for two new schools for the city; one to cost \$22,000, the other \$50,000.

SOUTH CAROLINA.

CHARLESTON.—An annex to the high school will be built. Write R. G. O'Neale.

SOUTH DAKOTA.

GETTYSBURG will erect a school. Write Milam Booth.

TEXAS.

GREENVILLE.—A three-story brick college will be built. Write S. J. Anderson.

UTAH.

RICHMOND will erect a school; cost \$10,000. Write A. S. Schaw.
 SALT LAKE will build a six-room school to cost \$10,000. Write J. W. Cushing.

VIRGINIA.

NORFOLK.—Plans have been made for two fine schools. Write C. A. James.

WEST NORFOLK.—Two new schools. Write F. J. Wright.

WEST POINT.—A new building for the academy. A. H. Smith, pres.

WEST VIRGINIA.

ELKINS.—A girls' industrial school to cost \$50,000 will probably be built.

WISCONSIN.

COLUMBUS.—A new school will be erected. Write J. S. Maxwell.

EAU CLAIRE.—A ten-room school will be built. A. W. Munger.

JEFFERSON will build a \$20,000 school.

LA CROSSE will spend \$30,000 on new schools.

MERRILL will build a new school.

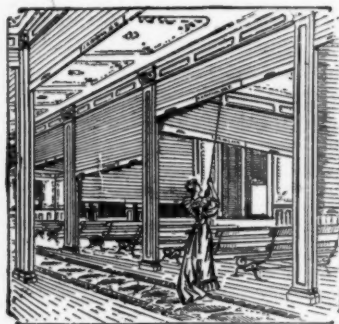
ONEIDA will build a two story school.

SUPERIOR.—A Finnish Lutheran college will be built.

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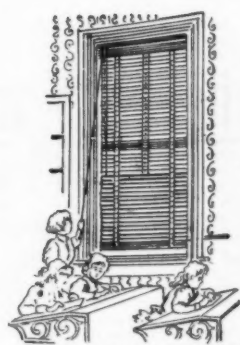
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New Books.

Orison Swett Marden, the author of *Pushing to the Front*; or, *Success Under Difficulties*, furnishes in his own case a fine illustration of the qualities he would have illustrated in his pages. He had devoted his spare moments for ten years in the preparation of this book when a fire destroyed all his manuscript and notes. This was discouraging, but he went bravely to work to repair the loss as well as he could from memory and other sources, but it required a vast amount of extra labor. The book he has produced is one of the most helpful kind for boys. He has taken such themes as the man and his opportunity, boys with no chance, an iron will, what career? concentrated energy, "on time," or the triumph of promptness, a fortune in good manners, tact or common sense, self-respect and self-confidence, the price of success, the reward of persistence, etc., and treated them in a bright pleasing way, illustrating them by many examples drawn from the lives of noted men and women. In fact, he has presented the philosophy of living in a way that cannot fail to interest ambitious boys and girls. The boy or girl must be dull indeed that does not love to read of people who have been leaders in the world's history. Emphasis is laid, as it should be, upon the development of character. Mr. Marden shows how the possession of certain qualities enabled these people to do great things. It is a most helpful and stimulating book, which should be in the hands of all young Americans. It is illustrated with twenty-four fine portraits of eminent persons. (Houghton, Mifflin & Co., Boston and New York. \$1.50.)

A concise and well arranged text-book of physics is the *Elementary Text-Book of Physics*, by Prof. J. D. Everett, of Queen's college, Belfast. It was the aim of the author to present, in brief space, those portions of theoretical physics which are most essential to subsequent advances. His belief is that the teacher should not seek so much to teach many facts, as to teach the pupils rightly to connect a few great facts together. In this book are given the essential principles of dynamics, hydrostatics, heat, light, sound, electricity, and magnetism. Numerous experiments are described by the aid of illustrations and the more common formulae for working out problems are given. The book will help the student to get not only a theoretical but a practical knowledge of physics, because he can perform many of these experiments very easily himself. The working out of the problems that are given at the end of each main division will serve to impress the principles on his mind. It is a very excellent book for elementary classes in physics. (D. Van Nostrand Co., New York, agents for the United States. \$1.40.)

It is now pretty generally recognized that the best way to teach physics is by means of experiments which the learners can perform for themselves. In the book prepared by R. T. Galzenbrook, F.R.S., assistant director of the Cavendish library and fellow of Trinity college, Cambridge, on *Mechanics*, the subject is treated in the experimental way. The students are sup-

posed to be seated two at a table with their apparatus and to perform the more simple experiments with it. For the more elaborate experiments of course this is not possible. In that case the demonstrator performs the experiments and the class work out the results. It was for the encouragement of this plan of study in the school that this book was written, and it can be easily carried out, for most of the apparatus can be made or bought very cheap. The experiments are numbered consecutively, and often descriptions of other experiments follow in small type together with solutions of problems. The author, with his own classes, begins with a few simple measurements of length, surface, volume, and the like. Then follow kinematics and questions dealing with momentum, force, and energy. (Macmillan & Co., New York. \$1.25.)

The fact that Goldsmith's poems are read and appreciated after more than a century and a quarter and that they have outlived many more ambitious productions, shows that they have the qualities of genuine poetry. They are specially adapted for study in school, and therefore *The Deserted Village, The Traveller, and Other Poems*, with notes and biographical sketch have been included in a volume of the Riverside Literature Series. The list of familiar quotations, a very long one considering the small amount of his poetic writings, deserves especial study. (Houghton, Mifflin, & Co., Boston. 15 cents.)

Otto Heller's *First Course in German* is intended to teach young children that language according to the natural method. He sought to avoid the sacrifice of system and method to subject matter, so common in books of this kind. The lessons begin with brief conversational exercises concerning familiar objects, the length and difficulty of the sentences increasing gradually. The book has numerous illustrations. (J. Kohler, 911 Arch street, Philadelphia.)

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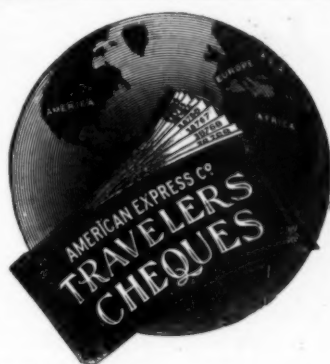
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New Books.

Robert Barr, already known to readers of fiction as the author of a successful novel, "In the Midst of Alarms," has given to the public a volume of short stories, entitled *The Face and the Mask*. In these twenty-four stories he has embodied the comedy and the tragedy of life in different lands. Most of the stories owe their chief interest to the odd situations in which the persons who figure in them are placed. The characters often are shadowy, and in the working out of the story the utmost limits of probability, if not of possibility, are reached. Still, however, these tales will be enjoyed, for they are unquestionably clever. The book is finely printed and illustrated, with gilt top and rough edges, and is bound in red cloth, ornamented with silver. (Frederick A. Stokes Co., New York.)

Noah Brooks, a journalist and a deep student of history and politics, has prepared a little book which he calls *Short Stories in Party Politics*. It is not constructed on the text-book plan, and yet it would vastly help along the understanding of our country's history to have it read in class in connection with the lessons in civil government or history. We have a very interesting political history. The contests between Federalists and Anti-federalists, Whigs and Democrats, Republicans and Democrats, show the ideas that have been at work to shape our history. The author has avoided fairly well the political prejudice that often renders such histories all but worthless. The book is illustrated by portraits of many prominent men. (Charles Scribner's Sons, New York. \$1.25.)

In the field of oratory, America has produced men who will rank with the best of those of any nation. Standing at the head of the list is Daniel Webster, whose orations are specially fitted for study in the schools, because they are filled with the loftiest patriotism. In one of the volumes of the Eclectic English Classic series are contained his orations on the "Bunker Hill Monument," "The Character of Washington," and "The Landing at Plymouth." There is a biographical and critical introduction; the frontispiece is a portrait of Webster. (American Book Co., New York, Cincinnati, and Chicago. 20 cents.)

No. 73 of the Riverside Literature series contains that beautiful and pathetic poem of Tennyson "Enoch Arden;" also "The Day-Dream," "Dora," "The Talking Oak," "Sea Dreams," "The Ode on the Duke of Wellington," "Ulysses," "The Charge of the Light Brigade," "Lad, Clare," "The Death of the Old Year," and "Crossing the Bar." Like all the volumes in this series it is well annotated and contains a biographical sketch of the author. (Houghton, Mifflin & Co., Boston. 15 cents.)

In *In the Saddle* the reader continues the acquaintance of many of the characters which are prominent in "Brother Against Brother," the preceding volume of the Blue and the Gray (On Land) series. The real military operations of the war now commence and the residents of the section where the scene is laid see and feel the terrors and anxieties of Civil war. Titus Lyons raises a company of Home Guards which soon becomes a part of the Confederate army. Noah Lyon, the younger brother, having obtained a commission, raises a squadron of cavalry, in which, among other old friends, Deck and Artie appear as privates. The operations of this loyal battalion of cavalry form the basis of the story. Our young friends have ample opportunity to show their courage and do gallant deeds in the course of the stirring events through which the story takes them, and well do they acquit themselves. Not the least important of the merits of the story is the sturdy patriotism which runs through it. (Lee & Shepard, Boston. \$1.50.)

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Magazines.

The second of the special educational numbers of *The Nation* was that bearing the date of April 11.

In the *Review of Reviews* for April the editor discusses recent political events, especially the doings of the Fifty-third Congress, the appointment of delegates to an international monetary conference, the election of U. S. senators by various state legislatures, the deadlock in Delaware, the constitutional convention in Utah, the arguments before the supreme court on the constitutionality of the income tax, the change in the administration of the post office department, and other incidents of the month under review.

The fiction of the April number of *Scribner's Magazine* is one of its strongest features. There are instalments of serials by the leading novelists of England and America, George Meredith and W. D. Howells, and in addition two short stories, "A Question of Art," by Robert W. Herrick, a young writer of unusual force and originality, and "La Belle Helene," by Miss Goodloe, the second of the very bright stories of *Girl's College Life*, which she is contributing to this magazine.

Primary teachers will find the April number of *PRIMARY SCHOOL* well adapted to their needs. The contents show a number of very helpful articles: Clay Modeling, V. by A. M. Kellogg; A Primary Drawing Lesson, by D. R. Augsburg; Finding and Inventing Drawing, II., Allie M. Felker; Nursery Rhymes for First Reading, Ellen E. Kenyon; Lessons on the Months, Margaret J. Codd; Spring Notes, Sarah L. Arnold; Lessons on School-Room Plants, Sarah E. Scales; An Arbor Day Program, The Lilliputian, etc., etc. Issued monthly, \$1.00 a year, by E. L. Kellogg & Co.

The Forum for April has for its leader a brilliant essay entitled "The Real Quintessence of Socialism," by Mr. W. H. Mallock, the eminent English student of Socialism,—one of the most luminous expositions of the fallacies of Socialism that have ever appeared in periodical literature. An article on a kindred topic is by Mr. Henry Holt, who concludes his series of papers on "The Social Discontent," suggesting, among other remedies for its alleviation, better and more universal education—particularly civic education—and the cultivation of altruism.

The April *Century* contains an authoritative article describing the most recent inventions and discoveries of the distinguished electrician, Nikola Tesla. While the magazine was in press Mr. Tesla's laboratory was completely destroyed by fire, and all of his apparatus, and nearly all his working plans, were burned. The illustrations of this article in *The Century*, made from photographs taken by Mr. Tesla's permission, are now the sole tangible record, thus providentially made, of the more notable of Mr. Tesla's recent achievements. No account of some of the most important of these inventions has ever before been printed. The inventor is now actively engaged in the reconstruction of his machinery.

Literary Notes.

G. P. Putnam's Sons announce the publication of *The Ancient Egyptian Doctrine of the Immortality of the Soul*, by A. Wiedemann, professor of Oriental languages in the University of Bonn; *Yale Yarns*, by John S. Wood, uniform with "Harvard Stories," in the "Hudson Library"; *The Countess Bettina, The History of an Innocent Scandal*, by a New Writer, and *Her Majesty the Queen*, by Elizabeth Knight Tompkins.

A. S. Barnes & Co., of New York, are bringing out a new edition of *Alison's History of Europe*, abridged, in one volume, bound in library cloth, which is pronounced by scholars as the best abridgement of Alison's that has been produced. It covers the history of Europe during the period of Napoleon, which will be found especially valuable at the present time.

The Honour of Savelli, by S. Levett Yeats, is the title of a brilliant historical novel which is to appear immediately in Appleton's popular Town and Country Library. This is the romance of a gentleman adventurer in Italy in the turbulent days of the Borgias.

Ginn & Co. call attention to the fact that a new edition of *Montgomery's English History* has been issued. It may be distinguished from the old edition partly by the fact that it is bound in dull red cloth instead of bright red. The old edition has the name stamped in ink on the side; the side of the new edition is "blind-stamped." The most important single change is the addition of a general summary of English constitutional history which runs from page 391 to 420.

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Publishers' Notes.

The American Book Co., owing to the rapid increase in business in the territory of John A. M. Passmore, have decided to open a commodious office for him at 1330 Arch street, Philadelphia. This office, which will be occupied by Mr. Passmore and his assistant, will be open every business day from 9 A. M. to 5 P. M. During his absence from the city it will be in charge of Miss Lola I. Lott, a teacher of experience who is well acquainted with the books of the company. It is the purpose of Mr. Passmore to make this office one of the educational centers of Philadelphia; teachers will always find it a pleasant place to rest and examine the books of the firm. All the leading daily papers of the city, and the prominent educational journals of the country will be kept on file.

The Bay View Reading Circle makes a large advance this year, and now has a membership reaching near the 3000 mark. This is regarded very gratifying, as the organization is only in its second year. Hundreds of teachers, it is reported, are taking the course. France has been the leading study this year, with considerable attention to art and social reform. Next year will be the English year. The Bay View course is short, specialized, systematic, and modern. It has reviews, examinations, and diploma, and seems to be growing in great favor. The headquarters are at Flint, Mich.

William Beverley Harrison announces that a third edition of the famous little book *Old Mother Earth: Her Highways and Byways* is now ready. Owing to a complication it went out of print. Mr. Harrison has secured plates and copyright. An illustrated special edition will be issued later.

An advertisement of the Electropoise appears in another column. There have been so many curative instruments put upon the market, ostensibly merely to cure disease, but really to cure the leanness of the manufacturer's pocket, that this article deserves a special word of praise. Not wholly convinced by what the Electrolibration Company's agent said the *Observer's* representative sought an interview with Dr. De Puy, of the New York *Christian Advocate*. This gentleman said that with no personal interest in the Electropoise save that inspired by the wonderful good it had done him, he gave the company the letter published in another column of the *Observer*. He was enthusiastic about the system, and has recommended it very heartily to others. Accounts of similar enthusiasm come from other quarters, and, as far as we can learn, we feel sure that our readers may safely and with great benefit use the Electropoise.—*N. Y. Observer, February 22, 1894.* Address Electrolibration Co., 1122 Broadway, N. Y.

Teachers en route to the National Educational Convention at Denver will be repaid by stopping at St. Louis, either going or returning. St. Louis is fast taking the front rank as one of the great business centers of the United States. "The Colorado Short Line" of the Missouri Pacific Railway, reaching from St. Louis to Denver is the most desirable route. The representatives of this route (see the addresses in another column) will be pleased to call on those who think of attending the convention.

The desire for pictures that people has always possessed can be gratified to the fullest extent of the present age, on account of the many devices for producing them. One of the most important of these is the optical lantern, of which excellent specimens are furnished by A. T. Thompson & Co., 13 Tremont row, Boston. These are specially constructed for school and college use, and are operated by oil, lime, and electric lights.

Beecham's pills are for biliousness, bilious headache, dyspepsia, heartburn, torpid liver, dizziness, sick headache, bad taste in the mouth, coated tongue, loss of appetite, sallow skin, etc., when caused by constipation; and constipation is the most frequent cause of all of them.

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People who have very much writing to do will save much time and energy by using a typewriter. It is hardly necessary to say that the Remington typewriter ranks among the very best. The new model No. 6 is very near perfection. It has more permanent alignment, improved spacing mechanism, lighter and wider carriage, uniform and easy touch, economical ribbon movement, and improved paper feed. Wyckoff, Seamans & Benedict, 327 Broadway, N. Y., will send an illustrated catalogue to those applying for it.

Teachers should examine the normal text-books in reading, spelling, writing, arithmetic, and grammar, issued by Silver, Burdett & Co. For supplementary reading the *Geographical Readers* are very helpful. Among the latest books published by the firm are the *Manual of Pedagogics*, by Daniel Putnam, A. M.; *American Writers of To-Day*, by Henry C. Vedder; and *Waymarks for Teachers*, by Sarah L. Arnold.

For the meeting of the National Educational Association at Denver, Col., in July, next, the Western trunk lines have named a rate of one standard fare, plus two dollars for the round trip. Variable routes will be permitted. Special side trips at reduced rates will be arranged for from Denver to all the principal points of interest throughout Colorado, and those desiring to extend the trip to California, Oregon, and Washington, will be accommodated at satisfactory rates. Teachers and others that desire, or intend attending this meeting or of making a Western trip this summer, will find this their opportunity. The Chicago, Milwaukee & St. Paul Railway (first-class in every respect) will run through cars Chicago to Denver. For full particulars, write to or call on Geo. H. Heafford, General Passenger and Ticket Agent, Chicago, Ill.

Literary Notes.

Prof. Henry M. Baird have about completed the third volume in his Huguenot series. The Messrs. Scribner will publish it in the fall.

The Century Co. has acquired all rights in the *Memoirs of Gen. Grant*, formerly published by Charles L. Webster & Co. They will not reprint the cheap edition, but will issue a two-volume library edition, uniform in size, probably, with their *Life of Lincoln*. This will be published here and in England in October, with additional portraits and maps. The book will be sold through the trade, and not by subscription, as heretofore.

Houghton, Mifflin & Co. have brought out a new novel entitled *Philip and his Wife*, by Mrs. Deland.

The Princess Aline, by Richard Harding Davis, which has been running as a serial in *Harper's Magazine*, has been brought out in book form.

Houghton, Mifflin & Co., will bring out *Explorations in the Mississippi Basin*, by Justin Winsor, and *Critical Sketches of Federal and Confederate Commanders*, by John C. Ropes and others.

Ninety books out of every hundred offered to the publishers are rejected.

In France an author's heirs enjoy their rights in his productions for fifty years after his death.

Jules Verne is seventy-eight years old. He has written almost two books a year since he was thirty-five.

A new and popular edition of *Japanese Homes and Their Surroundings*, by Edward S. Morse, has been issued by Harper & Brothers. Professor Morse's bright chapters are illustrated with more than three hundred fac-simile reproductions of his pen-and-ink drawings.

The most important book of travels published for some time is just announced by the Appletons. The title is *Actual Africa; or, The Coming Continent*, and the author is the celebrated traveler, Frank Vincent.

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So common at this season, is a serious condition, liable to lead to disastrous results. It is a sure sign of declining health tone, and that the blood is impoverished and impure. The best and most successful remedy is found in

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Lafcadio Hearn has written another book on Japan. Its title is *Out of the East*, and his publishers, Houghton, Mifflin & Co. send it forth in covers appropriately beautiful.

The tenth volume of Dr. Furness' variorum edition of Shakespeare, the same being devoted to *A Midsummer Night's Dream*, is about ready from the press of the Lippincotts.

Francis M. Deems, M.A., of New York, and the Rev. Edward M. Deems, of Hornellsville, sons of the late Rev. Dr. Charles F. Deems, have in hand a biography of the celebrated pastor of the Church of the Strangers. The use of letters and papers is solicited, with a promise of a careful return. They may be sent to Hornellsville.

Charles Scribner's Sons will shortly publish at "a reasonable price to meet a popular demand" a uniform "library edition" of the more popular prose works of Robert Louis Stevenson. The edition will be complete in sixteen volumes.

Surgeon-General John S. Billings and Dr. Henry M. Hurd, superintendent of the Johns Hopkins hospital have prepared a very convenient and practical little volume of *Suggestions to Hospital and Asylum Visitors*, which J. B. Lippincott Company announce for early publication.

From Oliver Ditson Co., Boston, has been received a catalogue of new Easter music, together with a complete catalogue of recent and standard Easter compositions.

Miss Hapgood, who has visited Russia and written several very interesting articles on her experiences and observations there, has prepared a book entitled *Russian Rambles*, which will be brought out next month by Houghton, Mifflin & Co.

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Mrs. Winslow's SOOTHING SYRUP has been used for over FIFTY YEARS by MILLIONS of MOTHERS for their CHILDREN WHILE TEETHING, with PERFECT SUCCESS. It SOOTHES the CHILD, SOFTENS the GUMS, ALLAYS all PAIN; CURES WIND COLIC, and is the best remedy for DIARRHŒA. Sold by Druggists, in every part of the world. Be sure and ask for "Mrs. Winslow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.

Professor Volney M. Spalding, of the University of Michigan, whose deservedly popular *Introduction to Botany* was last year published by D. C. Heath & Co., Boston, has just made a special trip from Europe, where he is spending some months in study, to Boston, for the express purpose of supervising some revisions in the botany. In response to suggestions from teachers using the book he has added a glossary and index together with a chapter on *Fungi*. Several minor changes has also been introduced. The new edition of the book is now ready.

Prof. John F. Woodhull's articles on *Home-Made Apparatus*, with reference to chemistry, physics, and physiology, now running in THE JOURNAL, have been collected in a volume and published by E. L. Kellogg & Co., New York and Chicago.

Robert Collyer, Walter Besant, Mrs. A. D. T. Whitney, and Elizabeth Stuart Phelps will write papers for *The Ladies' Home Journal*, telling of the men and women who have most influenced their lives.

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